



# Lainesmead Primary School

## Inspection Report

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**Unique Reference Number** 126228  
**Local Authority** Swindon  
**Inspection number** 293497  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Martin Kerly

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Southview Avenue
<b>School category</b>	Community		Swindon
<b>Age range of pupils</b>	4–11		SN3 1EA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 529106
<b>Number on roll (school)</b>	341	<b>Fax number</b>	01793 331990
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Sarah Ellison
		<b>Headteacher</b>	Jeannette Turner
<b>Date of previous school inspection</b>	1 March 2003		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. It serves a mixed residential area with significant socio-economic disadvantage. The majority of pupils are White British. Other pupils are from a wide range of minority ethnic groups. Although a significant minority of pupils speak English as an additional language, very few are at an early stage of learning English. The number of pupils with learning difficulties and disabilities is close to the national average and none have statements of special educational need.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education. It is now improving following a period when standards declined. The rate of improvement has accelerated recently as a result of several factors. These include putting in place clear systems for checking on its own progress, more consistent teaching, the introduction of effective planning to address weaknesses, and significant external support from the Local Authority (LA). The school has an accurate view of all aspects of its performance. After a slow start it has made satisfactory progress in addressing previous weaknesses and is securely placed to maintain these recent improvements. The achievement of pupils is satisfactory but standards are below the national average when pupils leave the school. Most pupils enter school with attainment below that usually found. Despite satisfactory progress in the Reception Year, standards by the end of the year remain below the national average. In 2006, standards attained in national tests for pupils in Years 2 and 6 improved on previous years but remained generally below the national average. Standards in reading by the end of Year 2 are significantly lower than the national average, partly as a result of some inconsistencies within the school about ways reading is taught and assessed, but also following on from their below-average attainment on entry to Year 1. Standards at the end of Year 6 in 2006, although higher than those of 2004 and 2005, remained below the national average in mathematics and science. In English, especially in writing, standards rose substantially and are now in line with the national average. Pupils achieve well in writing. Pupils' personal development is good, including their behaviour and their spiritual, moral, social and cultural development. This is a result of the good care, guidance and support provided by the staff team. The quality of teaching is satisfactory. Some teaching is good but it varies between lessons and classes so pupils' rate of learning is not consistent. Work set is not always matched to pupils' needs and some lessons do not sufficiently motivate or inspire the pupils. Teachers' planning ensures a satisfactory curriculum is provided. Provision in the Foundation Stage is satisfactory. The leadership and management of the school are satisfactory. Recent additions and changes to the structure of the leadership team alongside significant intensive support from the LA have strengthened the way the school checks up on its performance and is ensuring more consistent practice in all classes. The school has established systems for recording a lot of helpful performance data in order to track the progress of individual pupils. However, it has not established an effective way of drawing this together and presenting clearly any patterns or trends within the data. This tends to reduce the speed and clarity with which it responds to changes in need for specific groups of pupils or aspects of their learning.

### What the school should do to improve further

- Improve pupils' progress in reading, particularly in Reception and Years 1 and 2.
- Raise standards in science and mathematics by ensuring high expectations of all pupils and the careful match of work to pupils' needs.
- Improve the quality of teaching by sharing good practice and extending the range of experiences to motivate and inspire the pupils.

- Ensure the comprehensive performance data is collated and presented effectively in order to identify and respond quickly to important patterns and trends in pupils' performance.

## **Achievement and standards**

### **Grade: 3**

Achievement of pupils of all abilities is satisfactory. Standards are below the national average except in English, where they are average by the end of Year 6. A significant minority of children enter school at levels below those usually found, particularly in language and literacy skills and mathematical development. Children's progress during the Reception Year is satisfactory. Achievement in mathematical development is good but it is inadequate in reading because a significant minority of children do not reach the standards they should. Achievement in Years 1 and 2 is satisfactory. Pupils do well in writing but not quite so well in reading. The targets for reading for the current Year 2 pupils are too low, given their starting points at the beginning of Year 1. They have been adjusted recently following some confusion around assessment procedures in reading. These uncertainties, now largely resolved, helped limit progress last year. English standards in Year 6 are good, with a larger-than-average proportion of pupils exceeding national expectations. Throughout the school, achievement in science and mathematics is satisfactory. A few more-able pupils are not challenged enough and this slows their progress in lessons. Pupils with learning difficulties make good progress when they are targeted for additional support, but in a few class lessons they find the activities too demanding and are unable to complete them. This hinders the progress pupils make. Challenging end-of-year targets are set for all pupils and most are on track to reach them.

## **Personal development and well-being**

### **Grade: 2**

Children make a good start in the Reception classes and quickly settle into the routines of school life. All pupils get on well with each other most of the time. Very occasional disagreements are dealt with well by the staff. Pupils behave sensibly in lessons and at playtimes. This is because they know what is right and what staff expect of them. Pupils contribute well to the school and wider community. Within school the class and school councils provide particularly good ways for pupils to contribute to school life. Older pupils take on extra responsibilities, such as peer mediators. Pupils' spiritual development is a little weaker than other aspects because they do not have many planned opportunities to reflect on life issues in lessons. Pupils enjoy school. One told inspectors, 'I like telling my mum about what I have learnt.' Overall attendance levels are satisfactory, although the attendance of almost all pupils is good. They know how to stay safe and are very conscious of how to stay healthy. This is reflected in the recent 'Healthy Schools' award. Pupils are developing satisfactory study skills to prepare them for their future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is improving. It is good in some year groups and classes, for example, in Year 6, because expectations are high and teachers motivate their pupils by presenting imaginative activities. For example, the 'comfort zone' in one room designed to promote and encourage pupils to enjoy reading was very successful in increasing the amount of reading pupils did. There are also good features of teaching across the school. These include the clear way teachers share and promote pupils' short-term curricular targets, their management of pupils' behaviour, the joint planning in year groups and the constructive marking of pupils' work explaining how they can improve. However, teaching is not consistently strong enough to ensure pupils learn fast enough to catch up with national expectations. In a few lessons, teachers do not match work closely enough to the needs of different groups of pupils. In mathematics, some of the most able pupils spend a considerable time completing lots of arithmetic in their books with insufficient progression or challenge. In a science lesson, pupils were observed engaged on the same activity regardless of ability, limiting the rate of learning by the most and least able pupils.

### Curriculum and other activities

#### Grade: 3

Satisfactory planning for work in different areas and subjects ensures that pupils in parallel classes receive similar experiences. There has been a recent focus on the planning of work in English and mathematics as a consequence of external support from the LA. This is beginning to impact on standards. Currently there are relatively few links made between subjects to bring learning alive in day-to-day lessons. Nevertheless, interesting special events, visits and visitors do grip the pupils' interest and contribute to their enjoyment of school. Good links with the local secondary school are promoting the teaching of French in Years 3 to 6. The good programme for personal, social and health education makes a positive difference to pupils' personal development. Pupils are keen to attend the extensive range of clubs after school.

### Care, guidance and support

#### Grade: 2

The school's mission statement, 'Working together, playing together, achieving together', encapsulates the strong bond between pupils and staff which underpins the good level of care and support. This is endorsed strongly by parents. One typical comment was, 'My daughter was really well supported when she was going through a difficult time.' There are effective procedures designed to ensure that pupils are kept safe. Pupils feel confident that there is always an adult to turn to. The school has worked hard to give pupils good guidance about what they need to do to move forward in their learning. The targeted support for pupils with learning difficulties and

disabilities is good. However, in some classes these pupils struggle when they are working within the larger class group without the support of an additional adult. The school makes good provision for those pupils with low self-esteem, who benefit especially from sessions in the 'tranquillity zone' led by an external organisation.

## **Leadership and management**

### **Grade: 3**

The headteacher's commitment to pupils' all-round development and success has contributed to pupils' good personal development. The falling academic standards across the school encouraged her to accept external support from the LA. The headteacher has shown resolve and determination in embracing guidance from the LA and in leading improved ways of checking on the performance of the school. She is effectively supported in this by a restructured leadership team. These improved checks have led to improvements in practice. For example, targeted support for specific teachers has led to improved teaching and better organisation of classrooms. A much clearer and systematic style of action planning has ensured clarity about priorities. Greatly increased performance data is enabling teachers to track progress and plan for individual pupils and this has helped improve pupils' achievement. However, this data is presented in a range of formats and the headteacher does not yet have a clear picture of how it demonstrates the main patterns and trends across the school. The school had identified weaknesses in governance. A newly elected chair and vice chair of governors have embarked on a major review of governance and have moved quickly to establish effective systems for decision making and monitoring the work of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

- Thank you for making us feel welcome on our recent visit to your school. We enjoyed talking with you and seeing some of your work. We are pleased to say that your school is giving you a satisfactory education and is getting better. There are a number of things that are good about your school but there are also some things which need to get better. Here are some of the most important things that we found to be good:
- you make steady progress in most of your work, and good progress in your writing
- you behave well in lessons and around the school
- many of you take on extra jobs and responsibilities to help make the school a good place to be in
- everyone at the school makes sure you are well cared for
- your teachers make sure you are really clear about your curricular targets and what you need to do next to improve
- the leaders in the school have got good plans to help make sure the school continues to improve. We asked the headteacher, staff and governors to work together on four things:
- help you make more progress with your reading, especially those of you in Reception and Years 1 and 2
- give you all work that is not too hard or too easy in mathematics and science so that you make good progress
- help teachers share their good ideas for making your lessons even more interesting
- carefully check the information they have on how well you are all doing so they can decide if any changes need to be made to the way you are taught. I hope you continue to enjoy your time in Lainesmead Primary School.