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18 July 2008

Mrs Yvonne Beddoe  
Interim Headteacher  
Lorraine School  
Highland Road  
Camberley  
GU15 4EX

Dear Mrs Beddoe

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 15 July 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also extend my thanks to the chair of governors, the local authority representative and to those pupils who spoke to me about the school.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 5 and 6 December 2007, the school was asked to:

- Enhance pupils' rate of progress, especially in Year 2, so that all pupils achieve as well as they can in reading, writing and mathematics.
- Ensure that teachers assess and record progress systematically, and that the learning objectives are in language pupils can understand so that they know what they need to do to reach next steps in their learning.
- Embed monitoring systems that measure the impact of newly introduced strategies.
- Develop effective strategies to raise levels of attendance.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising achievement. After the previous inspection, the local authority (LA) provided a satisfactory statement of how it would support the school. This has been implemented effectively; the level of support from specialist staff, and funding, has been good. Since the previous inspection Lorraine School has federated with a neighbouring infant school. The two schools have been working closely since the appointment of the interim headteacher to Lorraine School in September 2007. The interim headteacher's strong leadership and the support from the executive headteacher are making a significant impact on the pace of improvement.

Evidence, including school data, lesson observations and pupil workbooks, suggests there are improvements in standards. Unvalidated end of Key Stage 1 assessments for 2008 indicate that pupils are achieving well in reading, writing and mathematics and have reached their predicted targets. There have been significant changes to staffing and, as a result, pupils' progress has improved because of better teaching and behaviour management. Assessments for pupils in Year 1 indicate that the majority are making good progress. Pupils' progress throughout the school is accelerating because of the close collaboration with the partner school in the federation. Lorraine School is now able to draw upon high levels of expertise from a core of experienced senior staff. They are providing effective help which is enabling staff to improve their practice. Lessons are monitored by senior managers, with good support from a variety of LA staff.

The school recognises that, in the past, weaker teaching has been the cause of pupils' underachievement. The good links with the partner school have ensured that whole staff training has been delivered to promote better teaching and learning. LA consultants are now providing additional support to teachers. However, although teaching is satisfactory overall, there are still inconsistencies. During stronger lessons, teachers use effective questioning strategies to encourage pupils to reflect on their answers and to ensure there are appropriate levels of challenge for pupils. New planning formats are detailed, ensure that appropriate work is identified for pupils of differing abilities and set clear learning intentions so that pupils know what they are expected to learn. However, in weaker lessons pupils make inadequate progress because teaching is uninspiring. In these lessons, pupils spend too long sitting and listening and there are missed opportunities to enhance pupils' speaking and listening skills.

Teachers invest time and energy in ensuring that behaviour is of an acceptable standard. There are a few pupils whose behaviour remains challenging. However, teachers manage their behaviour more skilfully than was the case at the previous inspection.

The quality of support provided by teaching assistants is variable. During stronger lessons, teaching assistants worked effectively with individuals or small groups, making a significant contribution to the pupils' learning. However, in weaker lessons the assistants' work is not adequately planned, or the oral support they provide to pupils interferes with the whole class teaching. For example, in a Year 2 lesson, the support provided was too intrusive and limited the impact of the class teacher's input.

Assessment data are beginning to be used to identify strengths and weaknesses across the school. The school is now setting targets in reading, writing and mathematics for each cohort and collecting better quality information on individual pupils' progress. The improved use of these targets has led to further improvements since the school was inspected. Most pupils know what their targets are and what they need to do to improve. The pupils in Year 1 have their targets readily accessible and refer to them while they work. This practice is not yet consistent across the school. Tracking grids are used to inform decisions regarding intervention groups and to address underachievement in specific areas. The development of clear systems for

monitoring pupils' progress together, with well focused support to meet the needs of all pupils, has had a significant positive impact.

The school's attempts to improve attendance are beginning to have an effect. This is due to close monitoring and stronger links with the education welfare officer. However, despite strenuous efforts by the senior leaders, many parents do not reinforce the school's high expectations of pupils attending school regularly and on time.

The challenge for the school now is to ensure that the increased rate of improvement seen on this visit is maintained and that the promising elements of practice are embedded.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Kekshan Salaria  
Her Majesty's Inspector