

Lorraine School

Inspection report

Unique Reference Number	125006
Local Authority	Surrey
Inspection number	328260
Inspection dates	9–10 December 2008
Reporting inspector	Peter Thrusell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	62
Government funded early education provision for children aged 3 to the end of the EYFS	22
Childcare provision for children aged 0 to 3 years	10
Appropriate authority	The governing body
Chair	Mr John Lillicrapp
Headteacher	Mrs Lesley Abell
Date of previous school inspection	5 December 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Highland Road Camberley GU15 4EX
Telephone number	01276 65649
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Age group	4–7
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small infant school with a non-maintained Nursery, which is managed by the governing body. There has been a lot of disruption in recent years, caused by the possibility of the school's closure. This has been resolved and the school is now federated with another nearby infant school. Both schools share a headteacher, management team and governing body. Most of the staff joined at the start of the current year. The school was inspected a year ago and was given a Notice to Improve. Significant improvement was required in relation to teaching and learning, and pupils' achievement. A higher than average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities fluctuates from year to year, but is currently below average. These pupils have a range of needs including speech, language and communication difficulties, and social and behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Over the last year, the headteacher has effectively managed the federation of Lorraine School with another nearby school, of which she was already the headteacher. This has resulted in much-needed stability for the school. Leadership and management roles have developed across the two schools and brought about improvements in pupils' achievement and the quality of teaching and learning, which are now both satisfactory. Lorraine School is a satisfactory and improving school.

Throughout these recent changes, the school has maintained a good level of pastoral care for pupils, and ensured their good personal development and well-being. Good links with parents and other agencies contribute to this. One parent commented, 'The school is a very warm and welcoming environment for pupils and parents.' Pupils enjoy school, as is shown by the recent improvement in attendance. They particularly enjoy mathematics, especially when they get to sing number songs and do investigations. One commented, 'These help you to count up and get cleverer.' They enjoy their physical education lessons and being able to run around with their friends at playtime, knowing that these help them to 'get fit and grow a lot of muscles'. Along with their understanding of the right things to eat, this is helping them to develop a good awareness of healthy lifestyles. Behaviour is good and there is a strong ethos of learning.

From average starting points at the beginning of Year 1, achievement is satisfactory. In 2008, standards at the end of Year 2 were broadly average in reading and mathematics, and above average in writing. Action to raise achievement and standards is starting to take effect, especially in Year 2 where many pupils are now making good progress and are on track to reach their challenging end-of-year targets. Joint action within the federation is helping teachers to assess pupils' progress and to understand the levels at which they need to be working. However, the school recognises that further work is required in checking the accuracy of these assessments and using them to plan the next steps in pupils' learning.

A detailed school improvement plan shows that the school is taking appropriate, well-focused actions to bring about improvements. For example, in mathematics there is a focus on developing calculation and problem-solving strategies, to encourage pupils to reason and develop mathematical understanding. Most of these actions are quite recent and have yet to be fully monitored for their impact on the quality of teaching and learning, and the progress made by pupils, particularly in Years 1 and 2. Joint planning between the two federated schools has improved the quality of the curriculum and the learning opportunities offered to pupils. Staff changes in the Early Years Foundation Stage (EYFS) have significantly improved the provision, well supported by the teamwork of Nursery and Reception staff within the two schools. Given the much-needed support which federation has brought, and a clear focus on improvement, the school has a satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The overall provision in the EYFS is good. Leadership and management are good and children achieve well. Their personal development and well-being are good, supported by the excellent promotion of children's welfare.

The independent Nursery has had a new manager over the last year. Her excellent leadership and management ensure that all staff work extremely well as a team. Dramatic changes have been made to the way in which the Nursery has been set out, equipped and organised, resulting in the excellent provision now in place. Children get off to a flying start. Excellent links with parents ensure that children very quickly settle. Very good use of the key person system provides children and parents with a central point of contact. Children enter with a level of skills that is broadly in line with that expected at their age. Staff are extremely well aware of children's individual needs and plan a wide range of activities to ensure their rapid development within all of the areas of learning. Children's welfare is of paramount importance to the Nursery staff, and the attention given to it contributes to Nursery children's excellent personal development and well-being. A play rehearsal of 'Whoops-a-Daisy Angel' showed children's thorough enjoyment of school, and their ability to concentrate and think about each other. It also showed children's excellent relationships with staff and the confidence they have in them.

The Reception teacher started at the beginning of the current year. Supported by other EYFS staff within the federation, she is providing good leadership and management for Reception. Many changes have been made to improve the provision and ensure an excellent quality of welfare for children. Children enjoy school and eagerly settle at the start of the day. They show a strong interest in the activities provided, and work and play well together. Learning activities are now well planned and organised, with a good balance between teacher-led and child-initiated activities. All staff interact very well with children, contributing to their good development in communication and language skills and personal skills. Occasionally, however, directed activities do not fully encourage children to think more for themselves. An emphasis on teaching sounds and letters is effectively aiding their early reading and writing skills. Careful assessments are now continually being made of children's development within the different areas of learning, already showing that many are working securely within the learning goals expected of them. The Nursery manager and Reception class teacher work well together, ensuring that children are familiar with both settings and secure in them. Together they are planning the development of the outside area, to reflect more fully the different areas of learning.

What the school should do to improve further

- Ensure that the assessments made of pupils' progress are accurate, so that teachers can plan the next steps in pupils' learning more effectively.
- Ensure that the planned actions to raise achievement and standards, and to improve the quality and consistency of teaching and learning, are rigorously monitored and evaluated for their effectiveness.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. By the end of Year 2, standards overall are broadly in line with national averages. Pupils with learning difficulties make similar progress to other pupils. Action being taken to raise achievement and standards is starting to have a positive impact. This is less so in Year 1, where there have been staff changes since the start of the year. In reading, books have been coded for different levels of ability, to ensure that pupils are reading at an appropriate level. Guided reading sessions in school, and encouragement for parents to support

their children's reading, are aimed at improving reading skills. Drama and role play are helping to develop pupils' ideas and vocabulary for writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral and social development, are good. Their cultural development is satisfactory, with an adequate awareness of communities beyond their own. They see their school as a happy place and enjoy their time here. Attendance has improved because any absenteeism is followed up well through phone contact and the support worker. Pupils feel safe in school and know that staff are on hand to sort out any problems. Good behaviour and pupils' self-esteem are promoted well through clear rules and the praise and support provided by staff. Pupils are keen to take on responsibilities, such as tidying up after lunch and acting as buddies for younger children. The school council understands its role, but recently has not been particularly active. Fundraising and community events help pupils to be aware of their locality and of the needs of others. These personal skills, and the sound progress that they make in acquiring literacy, numeracy and computer skills, mean that pupils are adequately prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with their classes and, as a result, pupils are keen to learn. They are well managed, with clear expectations about behaviour. Opportunities are provided for pupils to work independently. They cooperate well, especially when working on practical, problem-solving activities. This was seen in a lesson where pupils successfully looked for ways to measure their heights. Lessons generally have clear learning intentions, which are shared with pupils to help them understand the purpose of the lesson. Teaching assistants provide adequate help for the groups they are working with. However, both they and teachers miss opportunities to discuss work more fully within groups to ensure that activities are fully understood. Although activities are planned for different abilities, weaknesses in assessment mean that these are not always matched well enough to pupils' different learning needs. As a result, the level of work planned for pupils at times lacks challenge for the more-able ones, and is too difficult for the less able, including those with learning difficulties and/or disabilities, so that progress slows. For example, in one lesson, lower ability pupils were expected to record subtraction sums without fully understanding the concept of subtraction, whereas some more-able pupils could have been stretched further.

Curriculum and other activities

Grade: 2

The two schools in the federation plan the curriculum together and share resources. Consequently, improvements have been made and the learning opportunities offered to pupils are good overall. There is a strong emphasis on topic work, which provides many opportunities for pupils to use and develop their different skills in interesting and purposeful ways. Opportunities to develop writing and computer skills in this way are proving to be particularly beneficial, especially for boys. Events such as the Hungry Caterpillar Workshop and the Science Week have been greatly enjoyed. Federation has made it possible for the two schools to extend

the range of visits and visitors provided, adding to pupils' first-hand learning experiences. Good provision is made for pupils' personal development, including regular circle time (supervised discussions in which children can speak openly). With many staff changes in a small school, it has been difficult to provide extra-curricular activities. Parents have recently been asked whether they would like any after-school clubs. The school plans to consider and act on their suggestions.

Care, guidance and support

Grade: 2

The school provides very good pastoral care for its pupils. Arrangements to ensure their safety and welfare are rigorous. The provision for pupils with specific learning or personal needs is very good. Those with social and behavioural needs, and their families, are well supported by the family support worker and the school's own strategies for managing behaviour. Teaching assistants have been trained to support pupils with speech, language and communication difficulties. Good links with outside agencies add to this support. The two schools work closely together on moderating assessments and tracking pupils' progress, although there is more work to be done on this to improve the accuracy and use of assessments. Marking is generally positive; where this is most effective, constructive comments enable pupils to be clear about how to improve their work.

Leadership and management

Grade: 3

The headteacher, senior staff and governors have successfully led the school through a federation. After an unsettled and uncertain period, parents are now happier with the arrangement and organisation of the two schools. A joint management structure is now in place that effectively draws on the expertise and experience of staff from both schools. Teachers work closely with their corresponding partners, spending time together on planning and preparation. Consequently, improvements have been made to pupils' learning opportunities by identifying key areas for development, such as the review carried out on the curriculum. Other planned initiatives, such as an investigative approach to mathematics and the fuller use of speaking and listening to develop pupils' ideas and understanding, are recent. They have yet to be monitored fully for their impact on raising achievement and standards, and on the quality of teaching and learning. The majority of governors on the joint governing body have only recently taken Lorraine School under their wing. They are supportive and sufficiently aware of the school's strengths and areas for development, but have yet to be more involved in monitoring the school's performance. Good links with other local schools and consultants contribute to school initiatives for improvement and curriculum provision. Pupils' knowledge and understanding of communities and cultures beyond their own are satisfactorily promoted.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

05 January 2009

Dear Pupils

Inspection of Lorraine School, Camberley, GU15 4EX

I am writing to let you know what I found when I visited your school. Thank you for taking part in the inspection. I spoke with some of you during my visit and you were always interesting to talk to, and very polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part. I have decided that Lorraine School is a satisfactory school.

I liked these things the most.

- Children in the Nursery and Reception get a very good start to their time in school. (Does Santa really wear striped socks?!)
- The school makes sure that you are safe and well looked after.
- You behave well, enjoy school and are all keen to keep fit and eat the right things.
- You have interesting topics to work on. I'm sure you enjoyed making safe fireworks when studying Guy Fawkes.
- Following many changes, your headteacher is doing a good job and wants you all to do your very best in school.

I have asked the school to work on the following things now.

- Teachers must make a careful check of how well you are doing in lessons, so that they can plan what each of you needs to learn next. The work you are given to do must be just right for each one of you, neither too easy nor too hard, so that you all do your very best.
- The school has plans to help you all do even better. It must check that these plans are working, so that your lessons are both challenging and enjoyable, and that you all do as well as you can during your time at school.

I did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector