

# Laleham CofE VA Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	125229
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328318
<b>Inspection date</b>	7 May 2009
<b>Reporting inspector</b>	Carol Worthington

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	417
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Parker
<b>Headteacher</b>	Miss Shirley Lunn
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Broadway Laleham Staines TW18 1SB
<b>Telephone number</b>	01784 453556
<b>Fax number</b>	01784 465556

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<b>Age group</b>	4–11
<b>Inspection date</b>	7 May 2009
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## Amended Report Addendum

Following a complaint the following amendment was made to the report: in the 'What the school should do to improve' section the second bullet point has been changed from 'Improve and strengthen communications with parents.' to 'Continue to strengthen communications with parents.'

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- clarify the picture on current standards and achievement, particularly for mathematics, information and communication technology (ICT), higher-ability pupils and children in the Early Years Foundation Stage
- investigate the evidence for the school's judgements of outstanding aspects for personal development and for pastoral care, welfare and academic guidance
- establish how well the school promotes community cohesion.

Evidence was gathered from lesson observations; work in books; the analysis of test results; teachers' assessments and records of pupils' performance; parents' responses to questionnaires; and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This larger than average primary school serves pupils from Laleham, a village on the outskirts of Staines. Virtually all pupils are of White British origin, with very few from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities, particularly those who struggle with reading and writing, is lower than that found nationally. There are 60 children in the Early Years Foundation Stage Reception classes. The school has Healthy School and Investors in People Awards. Extensive building works were taking place at the time of the inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Laleham is a good school where expectations of achievement and conduct are high. As a result, pupils achieve well academically and develop into responsible young people who are well prepared for secondary education.

Results in national tests have been significantly above average for several years. There was a slight dip in Key Stage 2 in 2008, especially in mathematics. The school quickly identified the causes of this and put in measures for improvement, which have been successful. Current standards in Year 6 are at a similarly above-average level to those before 2008.

At Year 2 the school has significantly above-average standards in reading, writing and mathematics, which have been maintained for several years. Pupils' reading skills are particularly well developed. This is because the school has trained a team of highly skilled class assistants who listen to children read regularly and keep thorough records of their progress. Science standards are also high. The problem-solving aspect of mathematics was an issue at the previous inspection; current evidence shows this has improved. The school leaders have identified that some girls have low expectations of their own ability in mathematics, despite still attaining above-average standards. Teachers are starting to improve this by choosing contexts for problem-solving with which both girls and boys can identify. ICT standards were too low at the previous inspection, but are now exceeding the demands of the National Curriculum. Children from the Reception Year onwards develop good skills in ICT, which they are able to use in all the curriculum themes. This is because staff have good expertise and access to better ICT equipment.

The snapshot of teaching seen during the inspection confirms the reasons for the pupils' good progress and achievements. Lessons are well planned, with clear learning objectives and tasks pitched to meet the needs of pupils with different capabilities. This was an excellent feature of a mathematics lesson in Year 6, when higher-ability pupils in the top set, solving a problem on fruit 'smoothies', were further supported by worksheets containing more guidance or joined an even higher 'challenge' group outside the classroom. Marking is regular and thorough. The next steps for learning are identified, so pupils make good progress. Older pupils, in Years 5 and 6, talk knowledgeably about their National Curriculum levels and know how they can improve them.

Pupils are proud of their school and say they feel happy and secure. Bullying is extremely rare and any that does occur is dealt with swiftly. Behaviour is good around the school and at playtime. In some lessons it is exemplary, but not always; a small amount of disruption in one class was handled well. Pupils welcome visitors in an open and friendly manner. They enjoy most of their lessons, particularly those with a 'hands-on', practical approach, such as science and ICT. They are particularly pleased with the school rewards and sanctions scheme. No one wants to miss 'Golden Time'!

Pupils make an excellent contribution to the life of the school through the very active school council, their willingness to look after each other as peer mentors and by serving as prefects and games captains. They are curious but respectful of cultural differences in their own and partnership schools. They make the most of the many opportunities to keep fit through sport and healthy eating, for example in taking fruit at break-time. Recently, pupils have gained valuable experience in running a commercial enterprise through their publication of the first

edition of the 'The Laleham School Times'. This is full of interesting articles and facts, jokes and school news and shows off pupils' well-developed computer skills.

The newspaper project is an example of leadership being distributed to pupils as well as staff. This is a strong feature in the school. The headteacher has developed leaders and managers at all levels, who fulfil their roles well. This ensures that the school is well set to move forward and improve its performance further. Leaders set ambitious targets, which are usually met. In reading and science they have been exceeded this year. There is excellent pastoral care, which makes sure that all pupils, including those who are vulnerable or have learning difficulties and/or disabilities, thrive and make progress. The school's tracking of progress, and its use of data to make sure that pupils achieve well, is exemplary. Leaders meet regularly with every teacher to review in detail the progress of each pupil in that class. Individual targets are set and if a pupil's progress slackens, plans are put in place to improve it. Those who exceed their targets are pushed on further.

Leaders monitor and evaluate the quality of teaching and learning thoroughly and take effective action to maintain it at a good level. Recent unavoidable changes of staff have been handled well. Pupils are settling down well and benefiting from the expertise of experienced full- and part-time teachers.

The school promotes equalities and eliminates discrimination effectively. Pupils from all backgrounds share a strong sense of common values, respect differences and integrate well with each other. Through curriculum themes and projects, they gain knowledge of worldwide communities. These help them to understand and show tolerance towards the wide ethnic and cultural mix of modern Britain. In the school's immediate locality there are strong ties with the church and parish. The school also belongs to an effective local partnership of schools and businesses. Plans are well under way to set up a family learning community with these partners.

The majority of parents are highly appreciative of the school and rate their children's education highly. Reception parents are particularly pleased, but so are many others. Inspectors received a large number of positive comments, for example: 'a fantastic school and my child is very happy'; 'teachers are easily approachable on any matter'; 'my children are encouraged to work hard to the best of their ability'. The school provides many ways for parents to contact the school. The headteacher produces fortnightly newsletters, termly curriculum news and annual questionnaires to gauge parents' views. There is electronic communication via email and the school website. There is evidence that parents' responses are acted upon, for example their concerns about bullying, curriculum news and changes in homework. Although the majority of parents responded to the inspection questionnaire in a positive tone, a significant minority stated communication with the school has some shortcomings and they wanted it to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The profile of attainment of children entering Reception each September is mixed, but taken overall, most enter school with levels of knowledge and skills in line with those expected nationally. When they enter Year 1, their attainment is at least above, and often well above, that expected for their age. Children make good progress and achieve well, particularly in social development, early reading and number work. Computer skills develop well through dedicated lessons. Children are happy and comfortable with the routines of the Reception classes. They have learnt to sit still and listen carefully when sitting on the carpet. They behave well.

Children enjoy their learning. They were very enthusiastic when making a 'funky scarecrow' during their Farm topic. They cooperated well together when building a cowshed outside, and delighted in role play as farmers. Staff plan a mix of motivating activities around appropriate themes, based on the national guidelines for children under five. The range of activities is limited, however, because none of the dedicated outside area is covered over, so cannot be used in all weathers. There are too few opportunities for children to take part in planned, purposeful play both in and out of doors. The range of equipment is limited.

Assessment is thorough and based on observation. Staff often use cameras to capture a skill being developed. Records are transferred to each child's Early Years Foundation Stage profile. The same exemplary tracking of progress takes place and is used in the same outstanding way as in Key Stages 1 and 2. All staff are fully committed to children's welfare. There is a good partnership with parents, most of whom express satisfaction in regular questionnaires. They are full of praise for the induction process.

Leadership and management are good. Adults in charge have a common sense of purpose. They have identified outdoor provision and opportunities for independent exploration as areas for improvement. Governors are fully aware of the need for a covered outdoor area and have a draft action plan in place.

### **What the school should do to improve further**

- Increase opportunities for children in Reception to use the outdoor area and provide more activities for them to explore by themselves indoors and outside.
- Continue to strengthen communications with parents.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## 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?	2
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?	3
The capacity to make any necessary improvements	2

**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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

21 May 2009

Dear Pupils

Inspection of Laleham CofE VA Primary School, Staines, TW18 1SB

Thank you for being so friendly and helpful when we visited your school. We were pleased that so many of you spoke to us and found what you said extremely useful. This letter is to tell you what we found.

Yours is a good school. Your headteacher leads the school well. All staff take very good care of you. We saw you enjoying your work and play. Teachers make sure your lessons are interesting. They are doing their best to make sure you get enough of the practical, 'hands-on' tasks that you said helped you learn most. They plan work to meet your needs and help you all to succeed. As a result, the standards you get in English, mathematics and science are higher than in most schools. Your computer skills have improved a lot since your last inspection and we were most impressed by the first edition of 'The Laleham School Times'. Well done to the production team!

We were also impressed by your good behaviour and attitudes to learning, the way you respect and value each other and your willingness to take responsibility and help others. You are well prepared to go on to secondary school.

There are a couple of things the school should do to improve further.

- Reception children need more chance to use the outdoor area so they can choose activities to explore by themselves both indoors and outside.
- School leaders need to find new ways to improve communications with your parents.

You can help with this by making sure that you give your parents any notes sent from school promptly.

I wish you all the best for the future.

Yours faithfully

Carol Worthington

Lead Inspector