

Lovelace Primary School

Inspection report

Unique Reference Number	102583
Local Authority	Kingston Upon Thames
Inspection number	335929
Inspection dates	9–10 November 2009
Reporting inspector	Susie Wallis-Maclean

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	The governing body
Chair	Mr J Peppin
Headteacher	Mrs Linda Howells
Date of previous school inspection	5 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school development plan, governors' minutes, monitoring files, assessment information and numerous policies. In addition, 54 parent questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how the school uses data to support pupils' learning
- how teaching is influencing pupils' learning and promoting achievement
- how governors and leaders at the school influence improvement
- the strategies used by the school to improve attendance.

Information about the school

Lovelace Primary School is larger than most primary schools, serving an area which includes high density social housing. The number of pupils who have English as an additional language is higher than the national average, and increasing. One third of the children in the Nursery have English as an additional language. The number of pupils eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is below the national average. The school provides a breakfast club, an after-school club and pre-school provision. The Early Years Foundation Stage consists of a Nursery and three Reception classes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Lovelace is a good school. It has some outstanding features. Pupils make good progress throughout the school because there is a high regard paid to their welfare and in preparing them to learn. Teachers create a purposeful and vibrant learning environment, teaching different subjects through topics to enthuse the pupils. Parents, carers and pupils appreciate the high quality care and wealth of learning opportunities. One parent summed up the school by saying, 'I feel everyone works together to create a happy and secure environment for the children.'

The key strengths of the school are:

- teaching is good throughout the school and pupils have a positive attitude to their learning because of the well-planned, broad curriculum
- pupils have an excellent understanding of how to keep healthy, stay safe and contribute very well to the school and wider community
- the provision in the Early Years Foundation Stage is consistently good
- leaders and managers have a strong commitment and shared vision to improve standards.

The school is successful because there is a strong commitment to each child's welfare and to meeting individual needs. This ensures that pupils who have difficulties in their learning or in social and emotional development have their needs met, and so are ready to learn. Despite considerable staff changes over the recent year, pupils have continued to make good progress. Monitoring of teaching and the use of a data tracking system, with an emphasis on how well pupils are learning, inform teachers of what pupils know. Self-evaluation is accurate and the school has been successful in implementing initiatives to tackle areas of weakness, such as the training of all teachers in making accurate judgements of pupils' levels of attainment. The school is aware of the need to improve attendance and to ensure that assessment information is used consistently in all classes to support learners in knowing how well they are doing and what they need to do to improve. Given this good understanding of the schools' strengths and weaknesses and the sense of team work, the capacity for sustained improvement is good.

What does the school need to do to improve further?

- Develop effective strategies to improve the attendance of pupils who have above average levels of absence.
- Extend good practice in the use of assessment across the whole school to enable all pupils to know how well they are doing and what they need to do next to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy coming to school. Achievement is good for all pupils, including those with special educational needs and/or disabilities. The majority of children make good progress in the Early Years Foundation Stage from their very low starting points to reach standards that are below average. A strong focus on providing a smooth transition from the Early Years Foundation Stage to Key Stage 1 ensures that pupils continue to make good progress so that by the end of Key Stage 1, pupils reach broadly average standards. The school is aware that progress in Key Stage 2 over recent years has been merely satisfactory as a result of some inadequate teaching and high staff turnover. These weaknesses have been successfully addressed and pupils in Key Stage 2 are now making good progress, with the majority of pupils at all levels of ability meeting or exceeding the challenging targets set for them. All pupils are enthusiastic learners and seek to produce their best work in a range of subjects.

Pupils have an excellent understanding of how to stay safe and say they feel safe at school at all times. They are confident that any rare incidents of bullying are dealt with promptly and effectively. Pupils' good behaviour and attitudes to learning foster a positive learning environment and mutual respect between pupils and members of staff. Pupils have an excellent understanding of how to lead a healthy lifestyle and many adopt this with enthusiasm, with 'Fruity Friday' being particularly popular. Pupils are very proud of their school and are committed to their school community. They contribute well to the smooth running of the school. They undertake responsibilities willingly, such as being class prefects, peer mediators, eco warriors and road safety officers, and carry them out successfully. For example, the school council has been directly involved in the design of a children's playground in the local area.

Pupils apply their basic skills appropriately to enhance their learning. Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of the difference between right and wrong and express their views on moral issues clearly. There is good engagement between groups of pupils from different ethnic, religious and socio-economic backgrounds and pupils respect each other's values and beliefs. Attendance is satisfactory overall but too many pupils take holidays during term time. Appropriate steps are being taken by the school to improve the attendance of pupils with high levels of absence and to reduce the number of pupils taking extended periods of absence during term time. This strategy has not yet been applied to other pupils whose attendance is only between 80 to 90% over the year.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and this is used effectively to plan and provide a range of cross-curricular themes which motivate pupils to take an active part in their learning. The majority of teaching is securing good progress, relationships are very good and pupils display positive attitudes to learning. Where assessment is used effectively, teachers assess pupils' progress systematically and plan appropriately to build on their prior learning, providing pupils with detailed feedback both orally and through marking. In these classes, pupils know how well they are doing and what they need to do improve their work. Teaching assistants are used effectively to support pupils in all subjects, especially to improve pupils' literacy and numeracy skills. Pupils with special educational needs and/or disabilities are well supported by teaching assistants. Sometimes, during whole-class sessions, teaching assistants are not used as effectively to support pupils' learning. Resources such as computers are used well to enhance pupils' learning in other subjects as well as to develop their information and communication technology (ICT) skills.

The broad and balanced curriculum makes a good contribution to the personal development of all pupils who take part in a wide range of activities both in and outside the classroom. All pupils are encouraged to work on the allotments provided by the school, supporting their understanding of healthy lifestyles. The Dolly Lee Lodge is a new and exciting outside classroom, used with great enthusiasm by all learners. The school has worked hard to ensure that children in the Nursery make progress in the development of early skills and this is extended to the very good transition arrangements in place for children moving from the Early Years Foundation Stage to Key

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Stage 1. Provision for pupils with special educational needs and/or disabilities is good and, as a result, these pupils make good progress. The school provides a happy and welcoming environment for pupils, making them feel very safe and secure. The emotional, behavioural and learning needs of pupils with special educational needs and/or disabilities are regularly assessed and carefully recorded, with support being well organised and effectively managed. Good liaison with external agencies contributes well to the effectiveness of the support system.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Despite recent changes to the leadership and teaching team, there is a strong understanding of the school's strengths and weaknesses and a commitment to improvement with a focus on outcomes. As a result, pupils continue to make good progress. The majority of pupils meet or exceed the challenging targets set for them and the senior leadership team is aware of the need to raise standards at the end of Key Stage 2. The headteacher is rigorous in her monitoring of teaching to ensure it is consistently good, and is aware that this role needs to be extended to include the work of subject leaders, who now have a clear direction for sustained improvement. She is well supported but also challenged by an effective, knowledgeable and hardworking governing body. As a result, and because of careful financial management, the school provides good value for money. All safeguarding checks are robust and the school's procedures for child protection are good. The school promotes good equality of opportunity for all its pupils, as reflected in the way pupils of all abilities and backgrounds make good progress. This is supported by the use of detailed information, on all groups of pupils, which is used to overcome variations in performance. The school makes a strong contribution to promoting community cohesion and pupils from different backgrounds get on very well with each other. The opening of a children's centre on the school site is planned, to support the strong links already in place. There are good links with schools from other countries and plans to engage with schools within the United Kingdom.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Nursery and the Reception classes settle quickly and thoroughly enjoy coming to school. When children enter the Nursery, their levels of skills are generally well below the levels expected for their age. They make good progress, achieving below average standards by the time they start Year 1. Children are very well behaved and quickly learn how to share and cooperate with each other as they learn and play together. They are confident and very happy because staff put a great emphasis on developing their social and personal skills. Children know the well-established routines such as 'tidy-up time' and they bustle around quickly to make the classroom neat. They obviously love school and approach their tasks with a bubbly enthusiasm because they are appropriate to their learning needs, yet fun to do.

Teaching is good and the well-planned curriculum has a good balance between activities children can choose for themselves and those led by the teacher. For example, children learned how to stay healthy through opportunities in role play to be an optician, a dentist or doctor. Sessions to link letters and sounds (phonics) are systematically taught and then children work independently on tasks that reinforce their learning, and focused groups work with adults to try to write letters. The Reception class extends the use of phonics into daily writing, making good use of group writing targets. The outside learning environment is used effectively for learning by both the Nursery and Reception classes. Children's progress is carefully tracked and needs are well catered for. Children with English as an additional language receive good support and make good progress. There are good arrangements to ensure children's welfare and personal development. The Early Years Foundation Stage is well led. Staff have a shared vision and work together seamlessly throughout the day. The Early Years Foundation Stage leader has a

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clear understanding of areas to be developed further, including the need for increased provision for the outside learning environment and provision for children to talk to someone in their home language, for example, by inviting parents and carers in to school.

The Willow Pre-School works closely with the school to offer good quality provision, providing a stimulating and caring environment for the children in its care. Children are carefully assessed through the use of individual learning maps, and next steps in learning are planned for. The manager of this setting provides effective leadership and is well supported by her staff. The Willows complies with the requirements for statutory registration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

From the responses received, a very large majority of parents and carers are satisfied with the school. Parents and carers are especially positive about how much their children enjoy school and how it promotes a healthy lifestyle. Strengths identified include how well their children settle, the individual support given to their children, and the approachable and committed staff. Parents and carers also feel the school keeps their children safe. A few individual concerns were raised about the changes being made since the arrival of the new headteacher and how information was received about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lovelace Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 488 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	46	28	52	0	0	0	0
The school keeps my child safe	19	35	34	63	1	2	0	0
The school informs me about my child's progress	14	26	35	64	4	1	0	0
My child is making enough progress at this school	19	35	27	50	5	9	0	0
The teaching is good at this school	16	30	35	65	1	2	0	0
The school helps me to support my child's learning	15	28	36	67	3	6	0	0
The school helps my child to have a healthy lifestyle	17	32	36	67	1	3	2	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	28	28	52	3	6	0	0
The school meets my child's particular needs	15	28	33	61	3	6	1	2
The school deals effectively with unacceptable behaviour	11	20	32	59	4	7	0	0
The school takes account of my suggestions and concerns	11	20	37	69	2	4	1	2
The school is led and managed effectively	13	24	33	61	4	7	1	2
Overall, I am happy with my child's experience at this school	19	35	32	59	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Lovelace Primary School, Chessington, KT9 2RN

Thank you for your welcome when we visited your school recently. You showed how very well behaved, sensible and responsible you are, and you were really helpful. We were able to find out a lot about your school because you were confident in sharing your ideas and opinions.

The report shows how well the school is helping you to learn. I think it is giving you a good education and this is improving because Mrs Howells knows what is needed to make it even better. There are a lot of good things in your school that help you make good progress and to reach standards similar to most other schools.

- You enjoy school a lot.
- You have an excellent understanding of how to keep safe and healthy and make a positive contribution to your local community.
- Your teachers and staff look after you carefully.
- You are taught well in lessons and your teachers make learning fun.

I have identified two things for your leaders and teachers to work on so that your school continues to improve.

- Make sure that you all attend school so that you all do as well as you can.
- Make sure that all your teachers use information from assessments so that you know how well you are doing and what you need to do next to improve your learning.

Yours sincerely

Susie Wallis-Maclean

Lead Inspector

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