

# Lainesmead Primary School

## Inspection report

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<b>Unique Reference Number</b>	126228
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	340943
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Angela Kirk

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Newton
<b>Headteacher</b>	Jeannette Turner
<b>Date of previous school inspection</b>	13 December 2006
<b>School address</b>	South View Avenue Swindon Wiltshire SN3 1EA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors reviewed many aspects of the school's work. Around half of the inspectors' time was spent looking at pupils' learning. Inspectors visited 17 lessons and observed 13 teachers. They held meetings with the chair of governors, staff and groups of pupils. They reviewed the school's analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work. They also analysed 102 questionnaires returned from parents and carers as well as responses from pupils and staff.

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

- attainment in English and science, with particular focus on the more able and differences between any groups of pupils
- the progress of all groups of pupils and in particular for those pupils who have attended the school for at least two years
- the impact of specific improvements in teaching and learning since the last inspection and how suited they are to the needs of those at whom they are aimed
- the effectiveness of support in the Early Years Foundation Stage to secure good progress for pupils with English as an Additional Language and for more able pupils.

## Information about the school

This is a large primary school. The majority of pupils are of White British heritage, with about one quarter from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is about one third, which is higher than average. Most pupils' needs relate to moderate learning and behavioural, emotional and social learning difficulties. The proportion of pupils eligible for free school meals is higher than average. The Early Years Foundation Stage consists of two Reception classes. The school has recently achieved anti-bullying accreditation, the Healthy School award, the Basic Skills and Active Marks and International School status.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school, where attainment is rising rapidly and learning and progress are accelerating. Pupils enjoy their education, and a high level of individual care ensures that all pupils feel happy and safe. They have confidence that adults who look after them can help sort out any problems.

The headteacher, working in close partnership with staff and governors, has initiated a number of improvements. The school has made good progress since its previous inspection due to effective action and support that have improved both the quality of teaching and the progress made by pupils. Excellent progress has been made in improving the school's promotion of community cohesion, which is now outstanding. There are particular strengths in developing pupils' knowledge and understanding of international communities.

The good quality of provision in the Early Years Foundation Stage enables pupils to get off to a flying start and make good progress in their learning and personal development. Caring staff, good quality teaching and assessment, and an enjoyable curriculum provide children with challenging activities and a supportive atmosphere in which they thrive. Inspiring and motivational lessons, which make learning fun, are continued into the main school, where the new curriculum, with an international focus and enjoyable activities, is helping to raise attainment. However, the organisation of curriculum time does not always maximise pupils' learning, especially in Key Stage 2.

Good assessment procedures and detailed tracking of pupils' progress provide an accurate picture of how well pupils are doing and of those who need additional support. This information, however, is not used consistently by teachers to make the best use of time and to plan activities that challenge all pupils appropriately, especially the more able. Consequently, some find work too easy and others would benefit from a more practical approach to learning. There are good examples of marking and the use of individual targets to guide pupils in their learning, but these practices are not followed consistently by all teachers. Teaching, although overall satisfactory, has improved through regular observation and support. An increasing amount of good and better teaching is leading to better progress by pupils. Good self-evaluation ensures the headteacher and other leaders know what areas still need to be tackled. Along with improvements in achievement and rising attainment, this shows the school's good capacity for further improvement.

## What does the school need to do to improve further?

- Raise attainment across the school and accelerate progress, particularly for the

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more able, by:

- considering the length of the school day and reorganising the allocation of curriculum time so that it is used to maximise learning, especially in Key Stage 2 (by September 2010)
- improving the guidance and support given to pupils through marking and targets, so that they can assess for themselves how well they and others are doing (by July 2010)
- increasing the proportion of good or better teaching so that tasks are sufficiently challenging for all pupils, especially the more able (by February 2011)
- ensuring that time in lessons is used well, so that all pupils can fully engage with their learning and make at least good progress (by December 2010).

**Outcomes for individuals and groups of pupils****3**

Attainment, although low overall, is rising rapidly. Pupils make at least satisfactory and often good progress, resulting in satisfactory achievement overall. The proportion reaching nationally expected levels by the end of Year 6 improved substantially in English and mathematics in 2009. In recent years, too few pupils, have, attained the higher levels, especially in English and science. Tracking of pupils' progress in English indicates this trend is improving rapidly. The inspectors also observed good evidence of much higher standards in Year 6 science books this year. This was partly due to an effective partnership with the local secondary school. At the end of Year 2, attainment in reading, writing and mathematics was close to the national average, which was a significant improvement on previous years. Pupils with special educational needs and/or disabilities make similar progress to their peers, due to effective targeted interventions and good support in lessons. The school experiences a number of pupils joining and leaving the school other than at the usual times of admissions. Despite good induction procedures for these pupils, those pupils who have been at the school throughout their schooling, by comparison, make especially good progress.

During the inspection, inspectors observed a number of lessons planned to inspire and motivate pupils, with a focus on practical and problem-solving activities, which resulted in pupils making good progress. For example, in a Year 2 literacy lesson, pupils were taught to use commas by following a mystery trail around the school and listing key objects that they discovered using commas. In a Year 4/5 science lesson, after watching a video clip of a real landing, pupils were challenged to make a lunar module, which would float on water once it landed in the sea.

Pupils are polite and show respect and consideration for each other and visitors to the school. Behaviour in lessons and at other times is consistently good and instances of unacceptable behaviour are very rare. This is partly due to excellent behaviour support plans and strategies put in place for pupils requiring them. Pupils are well informed about how to stay healthy and talk knowledgeably about a balanced diet and the

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importance of exercise, which they do put into practice. Pupils undertake a wide range of responsibilities, including work as part of the school council, the eco committee, and as pollution busters. Their social skills are good, evidenced in their ability to listen well to each other and cooperate. Attendance is satisfactory and the school has been successful in improving the attendance of some persistently low attending pupils. Pupils show a good awareness and respect for other faiths and cultures. Within the local community, they have taken part in local Remembrance Day and nativity services. Given the progress that pupils make in their learning, their positive attitudes and good personal development, they are adequately prepared for their next stage of education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The school takes good care of its pupils and is diligent in ensuring that all pupils are safe. The needs of vulnerable pupils are well met and relationships between staff and pupils are very positive. External support for pupils who require it is used effectively. The curriculum places an appropriate emphasis on literacy and numeracy, and promoting pupils' good personal development and well-being. With new approaches to

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<sup>1</sup> 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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the curriculum only recently introduced, the impact on pupils' learning and progress is not yet sufficiently evident. However, pupils clearly enjoy the new approaches to learning being offered by this new curriculum. It provides them with opportunities to use their different skills, particularly mathematics and computer skills, in interesting and relevant situations. There is a wide range of enrichment activities for all ages.

Teachers' effective questioning techniques and the use of 'talk partners' allow active participation in lessons that help to maintain pupils' interest. At times, the level of challenge for pupils is uneven because work is not always accurately pitched to individual and group needs. Although learning intentions are shared with pupils, these are not always sufficiently focused, so pupils are unclear about the precise purpose of the lesson and how they can assess their learning and that of others. In a few lessons, the pace was too slow and insufficient time was provided for pupils to work at their activities.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Monitoring and evaluation is established and effective. The school's focus on identifying and supporting underachievement has had considerable success in English and mathematics. Initiatives targeted at specific pupils, such as reading recovery, are having a good impact. Consistent communication and high expectations are evident in the distributed leadership within the school and there is a team approach to securing improvement with high staff morale. Data tracking is systematic and the information is used effectively to inform strategic planning. It is used well by teachers to set progress targets for pupils and to monitor their progress towards them. As a result, outcomes are improving strongly. Self-evaluation is accurate and the headteacher has built a very effective team of skilled staff to lead and manage key areas of the school. The school's coaching approach to improve teaching and learning is proving successful and has eliminated inadequate teaching. Teachers, working alongside members of the leadership team, have improved their planning and assessment of pupils' progress. Careful staff appointments since the previous inspection have also helped to improve the quality of teaching and learning.

Governors have a good understanding of the strengths and areas for development in the school due to good organisation and systematic monitoring. They have ensured, through their cycle of meetings, presentations and feedback following monitoring visits, that they

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have sufficient knowledge to be well placed to challenge the school about key issues. Safeguarding procedures are good due to staff training and effective monitoring to check the robustness of systems. The school's strategies for pursuing evidence to ensure similar academic outcomes for all groups of pupils are good. Consequently, although there are minor differences in the achievement of particular groups, the gaps are now closing due to targeted intervention and careful monitoring. The school's contribution to community cohesion is outstanding, with a number of wide-ranging activities. Its global links, for example, have had an excellent impact on pupils' understanding of other communities. These include an active link to New Delhi, where pupils have emailed each other and teacher exchanges have taken place. The school has worked hard to engage parents and carers in a variety of ways, for example in Saturday fun days, where adults and pupils participate in joint activities in school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### **Early Years Foundation Stage**

From starting points in Reception that are well below those expected at this age, children make good progress. There is a good balance of adult-led and child-initiated activities, with good systems in place for assessing children's progress and planning for the next steps in their learning. Support for all pupils' language development, including those with English as an additional language, is good, particularly in the focused sessions on sounds and letters (phonics). Both the indoor and outdoor learning environments allow for children to experience a free-flow of learning activities. A wide range of support materials for parents and carers is used to help them with their children's learning. Despite good progress overall and particularly challenging activities



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to stretch the more able, children are still below average on entry to Year 1 in a number of areas, including reading, writing and calculation, but above average in aspects of personal and social development. Outdoor resources, although promoting good physical development, do not yet effectively support other areas of children's development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Just under a third of parents and carers returned completed questionnaires. A very large majority are very pleased with the school and are highly satisfied with all that it has to offer. In particular, they praised the teaching, the information they received about their child's progress and the fact that their school keeps their child safe. There was no pattern to the very small number of negative comments written on the questionnaires. Parents' and carers' positive views were typified by the following comments: 'I couldn't be happier with my daughter's progress since starting school. She is so happy to go to school every day' and 'Lainesmead is a fantastic school - the needs of the children are always met, the children are always a priority. Staff are friendly and approachable and parental involvement is encouraged greatly.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lainesmead 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 352 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	64	34	33	2	2	0	0
The school keeps my child safe	67	66	33	32	0	0	2	2
The school informs me about my child's progress	48	47	53	52	1	1	0	0
My child is making enough progress at this school	53	52	42	41	6	6	0	0
The teaching is good at this school	53	52	48	47	0	0	0	0
The school helps me to support my child's learning	51	50	45	44	4	4	0	0
The school helps my child to have a healthy lifestyle	51	50	48	47	2	2	0	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)	48	47	46	45	2	2	0	0
The school meets my child's particular needs	48	47	45	44	5	5	1	1
The school deals effectively with unacceptable behaviour	41	40	52	51	1	1	3	3
The school takes account of my suggestions and concerns	38	37	49	48	5	5	1	1
The school is led and managed effectively	52	51	43	42	1	1	2	2
Overall, I am happy with my child's experience at this school	65	64	32	31	4	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



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11 February 2010

Dear Pupils

Inspection of Lainesmead Primary School, Swindon SN3 1EA

Thank you for making us welcome during our recent visit to your school. We were very impressed with your good behaviour and how well you get on with each other. You told us how much you enjoy your lessons, particularly the enrichment afternoons. You have a lot of responsibilities in school and it was particularly interesting to hear about the work of the school council, the global pollution busters and the eco-warriors.

Lainesmead is a satisfactory school, which is improving rapidly. Although many of you do not yet reach the expected standards in your English, mathematics and science by the time you leave the school, it is clear that your progress is accelerating rapidly. This is because of improvements your teachers have made in your lessons and because your school has introduced a number of initiatives in reading, writing and mathematics to help some of you to catch up. You told us how well the adults in school care for you and that you feel safe at school.

The staff at your school work very hard and they are committed to making the school even better. We have asked them to raise standards across the school and accelerate progress by:

- reorganising the time spent on each lesson so that you can learn even more, especially in Key Stage 2, where the length of the school day may also need to be extended
- improving the marking of your work and the use of individual targets so that you can all see how well you are doing and know how to improve your work
- making the teaching even better so that tasks challenge all of you, especially those of you who often find work quite easy
- ensuring that lessons go at the right pace so that all of you can do your best.

You can help by continuing to do your best work and remembering to take part in all that your school has to offer.

Yours sincerely

Angela Kirk

Lead Inspector

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