

# Lainesmead Primary School

Southview Avenue, Swindon, SN3 1EA

**Inspection dates** 26–27 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, supported fully by the deputy headteacher, staff, governors, pupils and parents and carers, has led improvement successfully and with determination.
- Teaching has improved since the previous inspection. As a result, pupils in all year groups achieve well.
- Staff regularly discuss a wide range of information about pupils' progress and use it to plan learning in lessons. This enables all groups to make good progress in reading, writing and mathematics.
- Interesting activities in a range of subjects lead to good levels of concentration by pupils in lessons. Activities make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Pupils' positive attitudes support their learning well. Their behaviour is consistently good. Pupils arrive in school on time and ensure that lessons start promptly.
- Pupils feel safe and know how to stay safe, both in school and when out in the wider community. Their conduct and manners towards each other, staff and visitors are always at least good.
- The school's leaders, staff and governors know what is going well and what still needs to improve. Pupils' progress is checked closely and used to assess the quality of teaching and staff performance.
- Parents and carers are extremely positive about what the school provides. Nearly all who gave opinions said that they would recommend the school.

### It is not yet an outstanding school because:

- In some year groups, pupils have more opportunities to use their skills in reading and mathematics in different subjects than to use their writing skills.
- Pupils do not always do the best writing they are capable of.
- Pupils sometimes forget to spell the words they know correctly and to write neatly and legibly.
- Fewer pupils who receive additional funding reach above-average levels in writing than in reading and in mathematics.

## Information about this inspection

- Inspectors observed teaching in 16 lessons taught by 15 teachers. In addition, they made a number of short visits to lessons to observe work in phonics (letters and the sounds that they make), and reading groups and mathematics in every class.
- The inspectors looked at past and current information about pupils' progress and at pupils' work in books and on display.
- The inspectors also looked at the school's own assessments of its strengths, school improvement planning and documents relating to behaviour and safeguarding.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought of the school. Inspectors also met with staff, a group of governors and a representative from the local authority.
- Inspectors talked to parents and carers informally at the start of the school day. They considered 49 responses to the online questionnaire, Parent View, and also took account of the school's own recent survey of parents and carers.
- The inspectors took note of 41 staff questionnaires.

## Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

George Long

Additional Inspector

## Full report

### Information about this school

- Lainesmead Primary School is above average in size.
- Most pupils are from White British backgrounds with the remainder from a number of different minority ethnic backgrounds.
- More pupils than is typical in other primary schools join and leave the school throughout the year and across all year groups. Many of these pupils are from overseas and speak English as an additional language.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school runs breakfast and after-school care clubs which were inspected and so are included in this report.

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

- Improve the teaching of writing by ensuring pupils:
  - have regular opportunities to write in subjects other than literacy
  - always act on advice about how to improve their writing
  - always spell words correctly and ensure that their handwriting is neat and legible.
- Speed up the progress in writing of pupils who receive additional funding so that they make as much progress and attain the same levels as they do in reading and mathematics.

## Inspection judgements

### The achievement of pupils is good

- The proportion of pupils who make expected progress is above the national average in reading, writing and mathematics. The proportion that exceeds expected progress is close to national figures. This good rate of progress has been sustained for the last two years and reflects good improvement since the previous inspection.
- There has been significant improvement to children's learning in the Reception class where progress is good in all areas of learning and development. The number of children reaching the levels expected for their age is almost double the number who did so last year. This reflects rapid improvement as a result of improvements in teaching.
- The proportion of pupils reaching the expected standard in the Year 1 phonics check has improved again this year. Pupils are able to use their knowledge of letters and the sounds that they make to help them to work out unfamiliar words and to understand what they are reading. Pupils use and apply their reading skills to support their learning in a number of different subjects. Good progress in reading is sustained across the school.
- Pupils who join and leave the school at different times throughout the year make good progress from their sometimes low starting points. A greater proportion of pupils who stay at the school for more than two years reach above-average standards in reading, writing and mathematics than those who are new to the school. Pupils from different minority ethnic backgrounds, including those who speak English as an additional language, make at least good progress. The school effectively ensures equality of opportunity for pupils.
- Disabled pupils and those who have special educational needs make similar good progress to their classmates. This year, they have all made at least expected progress and a good number have exceeded it. Adults who read with individual pupils when progress slows help them to make rapid progress and to catch up again quickly.
- Pupils' increased participation in the many additional clubs and fixtures resulting from the improvements to the teaching of sport has improved their sports skills. This has had a positive impact upon their health and well-being.
- The most able pupils are given challenging work to help them make good progress and reach suitably high standards. The school's information and work in books indicate that the proportion of pupils who are expected to reach the higher levels this year in reading, writing and mathematics is in line with the most recent national figures.
- The gap in attainment between pupils who do and do not receive additional funding has closed significantly over the last two years. The speed with which the gap is narrowing has slowed this year because all pupils across the school have made good gains in their learning. For the last two years, pupils who receive the funding have been about a term behind in reading and mathematics and about two terms behind in their writing at the end of Year 6. The gap in writing is wider because fewer pupils who receive the funding reach the higher Level 5 in writing than in reading and mathematics.
- The school is successfully tackling weaknesses in pupils' writing and standards have risen across the school. In some year groups, pupils do not have the same regular opportunity to practise their writing skills across a range of subjects as they do for reading and mathematics. As a result, improvements in writing are not as strong as they are in reading and mathematics.

### The quality of teaching is good

- Teaching is typically at least good. The atmosphere in lessons is such that pupils are interested and fully engaged in their learning. High levels of challenge are enabling all pupils, including the most able, to reach much higher levels than at the time of the previous inspection in reading, writing and mathematics.
- Teaching in the Reception class has improved and is good. Activities and teaching build well on

prior learning and ensure that any gaps in learning across all areas are filled quickly. Children gain good levels of independence which supports their learning development well. For example, a group of boys was observed adding their names to a waiting list for a turn on the glide bikes.

- The teaching of phonics is good. Teachers and teaching assistants have secure knowledge of how to teach phonics and reading. They ensure new learning is presented accurately and pupils are given clear instructions to help them to understand and use the letters and sounds they have learned in their reading and writing.
- Teaching assistants and teachers give thoughtful and effective support to disabled pupils and those who have special educational needs to enable them to be fully involved in learning in lessons. They give especially good support to pupils new to the school, including those from other countries, to help them understand what is being taught.
- Teachers ask questions that enable them to check what pupils already know and can do and then give additional challenge or support to extend learning effectively. This is particularly so in mathematics. The information is used well to plan activities to suit the different abilities in lessons and to give guidance and advice to pupils who struggle initially with new learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Their conduct and manners towards each other, adults and visitors are always at least good. Pupils have many opportunities to take responsibilities, such as raising funds for charity, acting as school councillors and play leaders and helping to ensure that the school runs smoothly.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and when out and about in the community. They understand what constitutes unsafe situations and are aware of how to keep themselves and others safe in different situations, including in relation to e-safety.
- The school fosters positive and harmonious relationships well. Pupils from different backgrounds get along extremely well together. Pupils new to the school are made welcome and looked after well by pupil 'buddies'. Pupils are clearly aware of different forms of bullying, including cyber bullying, and say they would actively try to prevent it from occurring should it ever happen. Bullying and insulting or aggressive language in all their forms are rare and are dealt with effectively should they occur.
- Consistent behaviour management and application of the behaviour policy by all staff have made a strong contribution to pupils' positive attitudes to learning. The 'shine club' gives pupils good opportunity to reflect on why they have lost stars and gives good support to help them successfully improve their behaviour and regain their stars.
- Pupils attend regularly and are punctual to school and to lessons. Pupils return quickly and sensibly to their classes after play and when they go to other classrooms for literacy and mathematics lessons so that the next lesson always starts promptly.
- Pupils enjoy a varied and wide range of after-school clubs. The breakfast club gives good care and offers a range of activities to get the day off to a positive start. The after-school club gives pupils a relaxing end to the school day.
- Pupils have the opportunity to make improvements to their previous work at the start of lessons. In writing, some pupils do not always act on the guidance they have been given to take care in spelling the words that they know correctly and to write down their ideas neatly and legibly.

### **The leadership and management are good**

- All staff, pupils, parents, carers and governors have made determined efforts to bring about the improvements seen in all aspects of the school's work. This drive for improvement is a result of the clear leadership of the headteacher and deputy headteacher but also of the commitment given by the whole staff to raising expectations of what all pupils can achieve with the right

support and challenge.

- All staff are proud to be members of the school team. Staff work closely together to plan activities that respond to pupils' interests, that give them an enthusiasm for learning and that make a strong contribution to their spiritual, moral, social and cultural development.
- The parents and carers who contributed to the inspection were extremely positive about the school and almost all said that they would recommend it to others.
- Staff training has supported improvements to the quality of teaching since the previous inspection. Information about pupils' progress is used to set performance targets for all staff. School leaders, including governors when appropriate, make decisions about pay which are based upon how well pupils achieve.
- Teachers responsible for leading year groups, phases and subjects do this well. Teachers across the school support each other well as they constantly look for ways to improve their own teaching. Regular meetings with other teachers and with teaching assistants, the headteacher, deputy headteacher and governors ensure that support is put into place quickly for pupils not making the expected progress and that extra challenges are given to pupils who are doing so, to help them do even better. As a result, pupils' progress continues to improve.
- The headteacher, governors and subject leader for physical education make regular checks to ensure the additional funding for sport is making the difference that it should to pupils' health and fitness, as well as to their development of skills. The employment of a coach and staff training have improved teaching in physical education and in a wide range of sports, including tag rugby, netball and tennis.
- The local authority provides good support to the school. Officers have challenged the school to give reasons for its assessments of its progress. The challenge has resulted in the school being able to present clear evidence from its own evaluation to support its judgement that it is now a good school. Senior leaders know both the school's strengths and the key areas for further improvement. A locally formed group of schools shares successful practices to support each other's 'Journey to Outstanding.'
- **The governance of the school:**
  - Governors have a good understanding of the school's strengths and priorities for improvement because of their full involvement in supporting the improvements that were needed for the school to be judged good. Governors' understanding of information about pupils' progress and the quality of teaching helps them to ask challenging questions and to plan actions and finances that support the school's continued work for improvement. Governors and school leaders regularly check that what is being provided for pupils who receive additional funding is making the planned difference to their achievement. Governors ensure all statutory requirements are met, including those relating to safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126228
<b>Local authority</b>	Swindon
<b>Inspection number</b>	432146

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

<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>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Newton
<b>Headteacher</b>	Jeannette Turner
<b>Date of previous school inspection</b>	9–10 October 2012
<b>Telephone number</b>	01793 529106
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