

# Inspection of Loseley Fields Primary School

Green Lane, Binscombe, Godalming, Surrey GU7 3TB

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Inspection dates: 12 and 13 July 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Loseley Fields is a vibrant and ambitious school. Pupils feel happy and safe because of the caring nature of the school community. Pupils love coming to school and look forward to learning new things. They respect their teachers and like to be with their friends. Pupils are bright, curious and eager to please.

Leaders set high expectations for pupils' learning and behaviour, and pupils rise to the challenge superbly. They know that staff always expect them to be polite and try their best. Pupils are very kind to each other and are proud of how friendly and welcoming their school is. Pupils say that bullying is not a worry. If issues occur, staff respond quickly and effectively. Pupils really enjoy playing together in the beautiful school grounds, with many activities to choose from. Work on personal development, including pastoral care and citizenship, is exceptional.

Parents are overwhelmingly positive about this school. For example, they appreciate the inclusive approach and that pupils are treated as individuals. Everyone works together to enable all pupils to feel that they belong. Summing up the views of many, one parent said: 'The teachers go above and beyond with activities linked into the curriculum that really engage the children. Our son is very lucky to attend such a wonderful school.'

## **What does the school do well and what does it need to do better?**

Leaders want every pupil to succeed and flourish. The school is now firmly back on track and delivering an ambitious curriculum. Leaders have set out clearly what they want pupils to know and remember in each subject. They have also ordered the teaching logically so pupils can build their learning over time. As a result, pupils are achieving well. However, pupils do not always remember the key knowledge well enough. The school's approach to assessment, particularly in foundation subjects, needs further refinement. This will enable teachers to check understanding systematically and enable pupils to embed their learning fluently. Leaders are aware and have plans to address this.

Leaders are determined that pupils with special educational needs and/or disabilities (SEND) benefit from the full curriculum in all its richness. This starts by identifying pupils' needs accurately as early as possible and then providing tailored support. Staff have high expectations of pupils with SEND, whether in mainstream or in the SEND resource base (Solar Centre). Learning is adapted so that they experience success, feel they belong and build independence. As a result, pupils with SEND are equipped and enthused to learn.

Reading is a clear priority in the school, for enjoyment and as a means for learning in all subjects. The phonics programme leads to a consistent approach to the teaching of reading from the early years onwards. Pupils know the sounds that letters make. They regularly practise these sounds and blend them together well.

This leads to pupils becoming confident, fluent readers quickly. Reading activities give pupils the regular practice they need and help teachers identify those who need help to catch up. Teachers' passion for reading inspires many pupils, including expanding their vocabulary. The reading curriculum also has a positive influence on the improving quality of pupils' writing.

Pupils' behaviour is impeccable. They are proud of their work, and leaders take every opportunity to celebrate their efforts and achievements. In the early years, children get off to a strong start because there are well-embedded routines linked to learning. The culture for behaviour and learning is now positive because relationships are strong and genuine. Leaders provide pupils with the strategies to manage their own emotions and behaviour. The proactive pastoral support, for example the work of the eco-therapist and effective staff training, is helping pupils focus on learning and building resilience.

Participation in extra-curricular activities is exceptionally high. Leaders target opportunities to benefit those pupils who need it most. Focused work and opportunities with the most vulnerable in mind have helped to improve outcomes and raise aspirations. This underlines the moral purpose of leaders to do 'whatever it takes'. In addition to a vast array of sports clubs, pupils enjoy experiences such as construction kits, gardening and art club, where they can develop their confidence and creativity. Pupils take their leadership responsibilities seriously and appreciate being sports leaders, reading buddies or sustainability ambassadors. Active citizenship and contributing to the community are very well considered and make a difference.

Governors and trust staff are knowledgeable and work effectively alongside leaders to develop clear strategic plans. They ask the right questions and always check for impact. This helps leaders to constantly refine the quality of education as well as provide high-quality professional development across the trust. Staff feel very well supported and empowered by leaders who think carefully about staff workload and well-being, without compromising on school improvement work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' well-being and safety are priorities for everyone. Staff are very well trained. They know pupils and their families well and swiftly identify any child who may be at risk. Staff also know what to do to report any concerns. Leaders work as a skilled team. They are resolute and take decisive action. They liaise closely with external agencies to ensure that pupils receive the support they need. The appropriate checks are carried out on adults who work in the school. Records are accurate and checked meticulously. Pupils, staff and parents agree that the school keeps pupils safe. Leaders assess and manage risks well.

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

### **(Information for the school and appropriate authority)**

- In foundation subjects, teachers do not always incorporate effective assessment opportunities into lessons. This means teachers do not consistently check for understanding and ensure that knowledge and skills build securely over time. Leaders need to refine their approach to assessment so it is systematically checking understanding and supporting pupils to use knowledge fluently so they can remember more.

### **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

### **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143625
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10238333
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	345
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fergal Roche
<b>Headteacher</b>	Amanda Pedder
<b>Website</b>	<a href="http://www.loseleyfields.com">www.loseleyfields.com</a>
<b>Date of previous inspection</b>	13 and 14 November 2018, under section 5 of the Education Act 2005

## Information about this school

- Loseley Fields joined a local multi-academy trust, Learning Partners Academy Trust, on 1 September 2021.
- The school has a 14-place specialist learning centre for additional needs. All pupils attending this SEND resource base (Solar Centre) are in key stage 2, have an education, health and care plan and are integrated into school life.
- The school is a larger-than-average-sized primary school.
- There is a breakfast club and a variety of after-school clubs run on site but managed by S4K (Sports for Kids Partnership), which is separately registered.
- The school uses one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher and the special educational needs coordinator. The lead inspector met with four governors, including the chair of governors. The lead inspector also spoke with three representatives from the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and geography. For each deep dive, inspectors discussed curriculum thinking with leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documents, including the school's record of recruitment checks and records of concerns about child protection. The lead inspector met with three safeguarding leads. Inspectors also spoke with leaders, pupils and staff about safety and child protection.
- An inspector reviewed a range of documents, including leaders' self-evaluation of the school and school improvement plans.
- Inspectors took account of parents' responses to Ofsted's survey, Ofsted Parent View, and parents' written comments. An inspector also talked with parents on the morning of the first day of the inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.
- Information about pupils' behaviour, attendance and incidents of bullying was reviewed.

## Inspection team

Gareth Flemington, lead inspector	Her Majesty's Inspector
Mark Enser	Her Majesty's Inspector
Debra Anderson	Ofsted Inspector

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