

Inspection of a good school: Laleham CofE VA Primary School

The Broadway, Laleham, Staines, Surrey TW18 1SB

Inspection dates:

3 and 4 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a joyful school. Pupils arrive with enthusiasm, ready for a day of inquisitive learning with caring staff. Children settle well into the impressive early years environment. Staff establish high expectations from the start. Everybody shares high aspirations for all pupils. These goals are realised through a well-designed curriculum that is broad, creative and inclusive. Pupils with special educational needs and/or disabilities (SEND) achieve well because of excellent pastoral care and expert support from well-trained staff.

Behaviour is exemplary. Pupils behave delightfully towards each other and staff. Relationships are positive and respectful and playtimes are action-packed. Pupils develop their balance, agility and teamwork while sharing a wide range of equipment. Pupils say, 'Nobody is ever alone because someone will always play with you.'

The school prioritises pupils' emotional, physical and mental well-being. Links with the local church are strong and pupils welcome visits from leaders from world faiths. Pupils develop a passion for celebrating equality and diversity. Pupils use their leadership roles to help improve the school environment. Protecting the planet is a shared commitment across the school community. This is demonstrated by a new network of water features designed to reduce hard surface runoff from rainwater.

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

The curriculum is well designed to help pupils know and remember more. Every subject is planned with clear progression and precise vocabulary. The school provides strong support for disadvantaged pupils to help to develop their language by planning and teaching pupils the words they need for their learning. This ranges from mathematical concepts to historical terms. Classrooms are calm and well organised to help everyone focus. Pupils with SEND are given highly effective support to access the same

opportunities as their peers. Staff accurately assess what pupils know to identify any gaps. They help pupils with useful support in the classroom such as shaded overlays, ear defenders and visual prompts.

The teaching of reading is excellent. Everyone uses the same resources and modelling to teach phonics and reading. Children in early years show great concentration and focus. They swiftly recognise letter sounds and learn to read and write with success. Pupils with SEND have highly effective help to give them extra practice. Books accurately match the sounds that pupils are learning. By the end of Year 1, pupils read with confidence and fluency. Anyone needing extra help makes strong progress through catch-up sessions with knowledgeable staff. The school promotes diversity and equality through well-planned books that explore different cultures and moral issues.

Staff have expert subject knowledge. Teachers help pupils to routinely recall what they have studied. This revision helps everyone, especially pupils with SEND. Pupils are confident and enthusiastic about their learning. They are not worried about making mistakes. This helps them to tackle and solve complex mathematical problems. They also write skilfully. For example, pupils use impressive vocabulary in their persuasive letter writing. The school's sharp focus on communication, language and early mathematics in early years sets a high standard. This continues throughout the school. Staff improve their practice through regular training opportunities. This helps pupils to achieve very highly across the curriculum.

Pupils' behaviour is excellent. Pupils concentrate, listen, collaborate and take pride in their efforts. They demonstrate high levels of self-control and take responsibility for their actions. The school provides calming support to help pupils to stay on track if they ever feel unsettled.

The school prepares pupils exceptionally well for life in modern Britain. The 'health for life' programme equips pupils with knowledge about how to be safe online and in society. Pupils learn how the media influences them and how to manage money. They develop a deep understanding of healthy relationships and diversity among families. Meaningful jobs help pupils to become responsible citizens. Sports leaders, the pupil leadership team and friendship ambassadors all contribute to health and happiness in school. The 'careers fair' boosts pupils' aspirations for the future. They learn about a range of jobs by meeting professional role models in the school hall.

The school nurtures pupils' individual talents through a wide club offer. They also ensure that disadvantaged pupils are routinely included in enriching trips, such as the residential activity week.

The new headteacher and deputy headteacher have ensured that the school continues to offer exemplary learning and exceptional care. They lead by example. Staff morale is high, well-being is positive and workload is well managed. Governors are dedicated and diligent. They show a deep understanding of the school and provide effective challenge. This shared ambition and strong practice promote continual improvement at this successful school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125229
Local authority	Surrey
Inspection number	10287953
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair of governing body	Carol Manger
Headteacher	Andrea McWilliams-Bowe
Website	www.lalehamcofeprimaryschool.co.uk
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of London. The school was rated outstanding in its most recent section 48 inspection in May 2017.
- The school has recently undergone significant changes in leadership. The headteacher and deputy headteacher were substantively appointed in 2023. However, both have held senior leadership roles at the school for several years.
- The school currently uses no alternative provision.
- The school offers before- and after-school clubs, led by an outside provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, special educational needs co-ordinator, school business manager, home school link worker, subject leaders,

teachers (including early career teachers) and governors, including the chair of governors.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also met with leaders to evaluate pupils' work in English and personal, social, health and economic education.
- The inspector listened to a range of pupils read. The inspector observed catch-up interventions to learn how staff provide extra support to pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire and the free-text responses.
- The inspector spoke with a range of pupils to learn their views about the school.
- The lead inspector spoke by telephone with representatives from the local authority and the diocese.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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