



Your School – Ofsted



Background to Inspection

We were inspected by Ofsted on Tuesday 20th June 2017

- This was a one day inspection and was quite different to the previous inspections we've had.
- Ofsted conduct short inspections of schools that were judged good at their most recent section 5 inspection (we were rated good in April 2013)
- We were inspected under a new, far more rigorous, inspection framework
- Short inspections last for one day and take place approximately every three years. A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective. A short inspection will not result in individual graded judgements. It will not change the overall effectiveness grade of the school.

The main purpose of our short inspection was to evaluate:

- whether the school remains good
- whether safeguarding is effective or not
- the capacity of all leaders, managers and governors to drive continued improvement
- how well the school has dealt with any areas for improvement identified at the previous inspection .

The inspectors did not grade the quality of teaching in individual lessons, learning walks or similar sessions. Inspectors visited lessons to gather evidence about teaching, learning and assessment and considered this first-hand evidence alongside our documentary evidence about the quality of teaching and the views from leaders, governors, staff, pupils and parents.

Background to Inspection

Once a school has received its first short inspection, further short inspections will be conducted at approximately three-year intervals. The model of short inspections is designed to promote even more constructive, challenging professional dialogue between HMI and school leaders.

The inspectors started the short inspection from the assumption that Lowther remains good. They then tested this over the course of the day through their inspection activities and ongoing debate and discussion with leaders and governors.

Short inspections also provide leaders, managers and governors with the opportunity to demonstrate their capacity for driving further improvement in their school. The HMI tested whether leaders and governors have identified weaknesses or areas needing development at the school. In reaching their judgement about whether the school remains good, the HMI focused particularly on the capacity of leaders and governors to identify such areas and tackle them quickly and effectively. The HMI gave leaders and governors time to present evidence about key improvements at the school, our assessment of the current performance of the school and action planning that supports improvement.

At the first meeting we summarised our evaluation of the school's current performance and discussed the initial lines of enquiry and key issues to be considered during the day with the HMI. The schedule for our short inspection was unique, reflecting these areas. The initial lines of enquiry could then be adapted during a short inspection as new evidence becomes available or other issues emerge.

Background to Inspection

Below is a brief summary of what happened during our inspection.

- · All teachers (except the Foundation Stage which was closed) were observed
- · Children's books were scrutinised
- · Inspectors asked parents their views through the Parent View survey
- · Inspectors conducted a staff survey to gain the view of the school through the eyes of the team
- · Inspectors asked children their views at playtime, during lessons and via the pupil survey
- · Inspectors met with governors
- · Mr.Bracken and I spent the day with inspectors and were present during all lesson observations
- · The inspectors met with the school's middle leaders to assess their roles and impact
- · We provided evidence of what we have achieved since our last inspection to drive further improvement
- · We were asked to share what are our priorities are now and the impact of any changes.

So what did they say?



Our Ofsted Letter

Dear Mr Tuffney

Short inspection of Lowther Primary School

Following my visit to the school on 20 June 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in April 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Staff, pupils and parents hold you in high regard and value your leadership of the school. You and leaders are committed to further improvements and have an accurate understanding of the school's strengths and areas that need improving.

Since the last inspection, you have restructured the leadership team with a greater focus on the accountability of faculty and phase leaders. This was in response to an area for improvement at the last inspection. As a result, teaching has become more consistent, particularly in key stage 1 and in the teaching of phonics. This has led to more pupils meeting the expected standard in the Year 1 phonics check. Leaders have worked determinedly to tackle previous weaknesses in spelling, punctuation and grammar across the school. Consequently, standards are rising.

Governors also have a good understanding of the school's priorities. They know the local community well. Governors are committed and well meaning; however, some areas of their work have not been as sharp as they could have been. These include ensuring that leaders present key policies and performance information to governors in a way that makes it easier to evaluate their impact. In our discussions during the inspection, we agreed that greater urgency and detail in evaluating the impact of strategies were key to further driving improvements.

Safeguarding is effective.

The school's procedures for keeping children safe are effective. You and your staff work closely together to achieve this. An important factor in the effectiveness of safeguarding is the strong knowledge that you have about individual pupils. This sense of a strong 'Lowther family' community allows leaders and staff to ensure that they have a clear understanding of individual needs of vulnerable pupils. Leaders and staff discuss safeguarding regularly in meetings. Any concerns raised are followed up quickly. You and your leaders work proactively with parents and outside agencies. The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed. Pupils know how to use the internet safely. The school has ensured that even the youngest pupils have access to safety lessons, for example Reception pupils having sessions with St John's Ambulance. Parents are overwhelmingly positive about the way the schools looks after their children.

Inspection findings

- To test out your self-evaluation and my hypothesis that the school remains good, we agreed on four key lines of enquiry to explore during the inspection. The first of these was about the progress that pupils make from the early years to the end of key stage 1. We considered the current Year 3 as part of this enquiry because these pupils did not make enough progress in key stage 1. I wanted to find out what the school was doing to improve outcomes for this group.

- I found that teaching within key stage 1 is consistently good with strong teaching of phonics. As a result, the proportion of pupils on track to attain the national standard at the end of Year 1 is rising. Pupils use their knowledge of phonics and apply it to their writing well.
- To improve the progress of Year 3 pupils, you have deployed some of your experienced staff to these classes. This means that these pupils now receive strong teaching. However, you recognise that they need to make accelerated progress in order for them to catch up from previous underachievement.
- The change to a new curriculum with higher standards has been a challenge for the school, particularly in writing. You have tackled previously weaker progress in writing by introducing a number of strategies. We agreed to look at the impact of these as our second line of enquiry.
- The new approach to writing, with a greater focus on 'oracy', is making a difference. This is particularly the case for lower-ability pupils and those who have special educational needs and/or disabilities. However, the extent to which it is making a difference varies between year groups. The number of Year 6 pupils on track to attain the expected standard in writing is set to rise this year. However, this is still not as high as it could be, given the high standards they achieved when they were in Year 2.
- Rates of attendance are in line with national averages. The attendance of certain groups, including pupils from other White backgrounds, is noticeably higher than last year. However, the attendance of pupils who have special educational needs

and/or disabilities and disadvantaged pupils remains lower than other groups.

- For my final line of enquiry, I considered the role of governors in fulfilling their statutory duty to provide information to parents. This is because, when preparing for the inspection, I noticed that key documents were not present or were out of date on the school website.
- During the inspection, up-to-date policies and an analysis of the school's pupil premium funding plans were available. This information meets requirements and is readily available to parents. Information about pupils' performance shows that the pupil premium funding is spent effectively, particularly in key stage 2. However, leaders and governors could be sharper in their analysis of the impact made by this funding. Similarly, policies are not always updated in a timely manner.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- rates of attendance improve for disadvantaged pupils and those who have special educational needs and/or disabilities
- pupils' attainment at the end of key stage 1 and levels of progress in writing at the end of key stage 2 improve, so they are at least in line with national standards
- leaders and governors ensure that policies are updated and information is provided to parents in a timely manner.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Richmond upon Thames. This letter will be published on the Ofsted website.

Yours sincerely

Noeman Anwar
Her Majesty's Inspector



**What
next for
Lowther?**

Lowther SIP 2017-18

Top 5 Priorities for School Improvement 2017-18

4	A	Pupils' attainment at the end of Key Stage 1, to be maintained, so they are in line with national standards or higher.*	
		Action Plan	English (PN/NH) Maths (JP) KS1 (HT)

4	C	Levels of progress in writing by the end of key stage 2 to improve, so they are in line with national standards or higher.*	
		<ul style="list-style-type: none"> • <i>Improve number of pupils across the school attaining the expected standard in Writing to be in line with National</i> • <i>Continue to drive improvement in Phonics (ensure 88% of each FS and KS1 class is at an expected or above level.)</i> • <i>Promote high standards of spoken language through combining strengths in drama and reading with writing and the wider curriculum</i> • <i>Reduce the gap in attainment between Reading and Writing</i> • <i>Target PPG children in KS2 in Writing</i> 	
		Action Plan	English (PN/NH) Phonics (MB)

ESTABLISH = something new

DEVELOP = something we've already started and needs further work

EMBED = something that is already well established

* = Ofsted priority

Lowther SIP 2017-18

Top 5 Priorities for School Improvement 2017-18

6	C	The rates of attendance improve for disadvantaged pupils and those who have special educational needs and/or disabilities needs to improve by sharper tracking and monitoring.*
		Action Plan Headship (MT/DB) SENCO (EF/LS)

7	D	School leaders and governors to ensure that policies are updated and information is provided to parents in a timely manner.*
		Action Plan Governors , Headship (MT/DB)

7	F	Leaders and governors to be sharper in their analysis of the impact made by pupil premium funding and sports premium funding.*
		Action Plan Governors, Headship (MT/DB)

ESTABLISH = something new

DEVELOP = something we've already started and needs further work

EMBED = something that is already well established

* = Ofsted priority

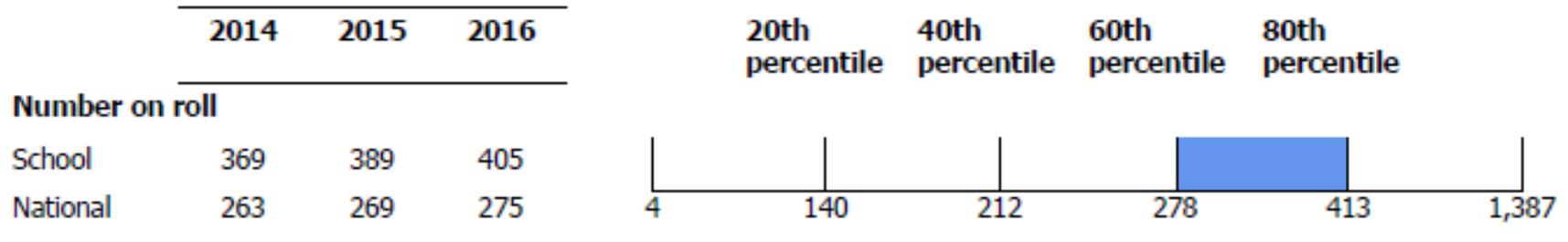


Your School – the data – 2016/17



Your school's context (2016)

We're a larger than average primary school

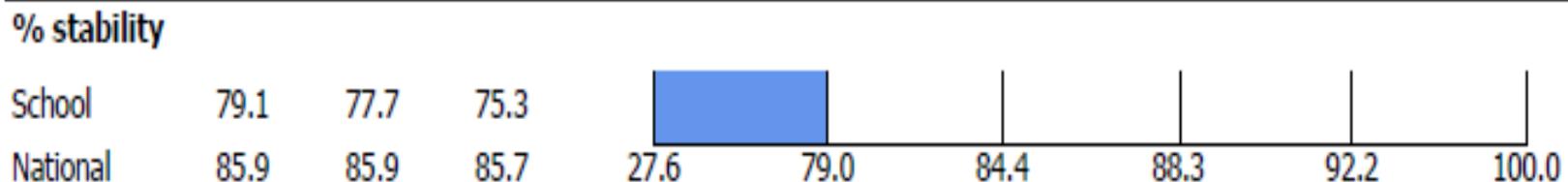


Contextual information:

Schools are grouped in percentiles according to their context e.g. if a school's number of pupils was banded in the 50th percentile they would broadly have the national average for number of pupils on roll e.g. The 50th percentile for pupils is 269, Lowther has 405 pupils which puts us in the 60th-80th percentile of schools.

Pupil Stability

Lowther has low pupil stability. This is the number of pupils that join and leave the school outside of the normal starting point (Reception) and finishing point (Year 6)

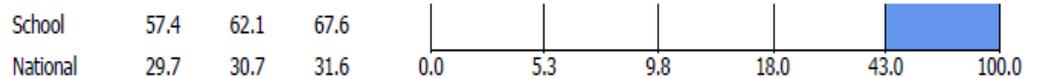


Your School's Context

67.6% of our current cohort are from Minority Ethnic backgrounds. This is over double the national picture and significantly higher than the local and wider Borough picture.

Pupils from ethnic minority backgrounds		
Lowther	Richmond	National
67.6% (80 th – 100 th percentile)	36%	31.6%

% of pupils from minority ethnic groups

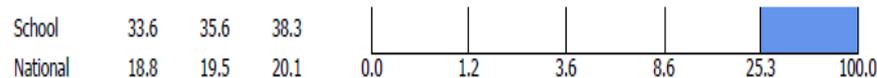


38.3% of the children at Lowther have English as an additional language – this is nearly double the national picture and significantly higher than our neighbouring schools.

English as an Additional Language

Lowther	Richmond	National
38.3% (80 th – 100 th percentile)	20.4%	20.1%

% of pupils first language not / believed not to be English

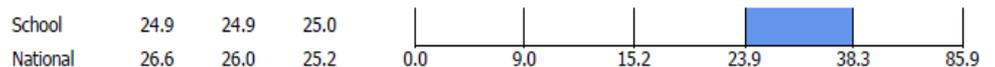


The percentage of children currently entitled to Free School Meals is 25% - inline with the national picture – but significantly different to other schools in the Borough.

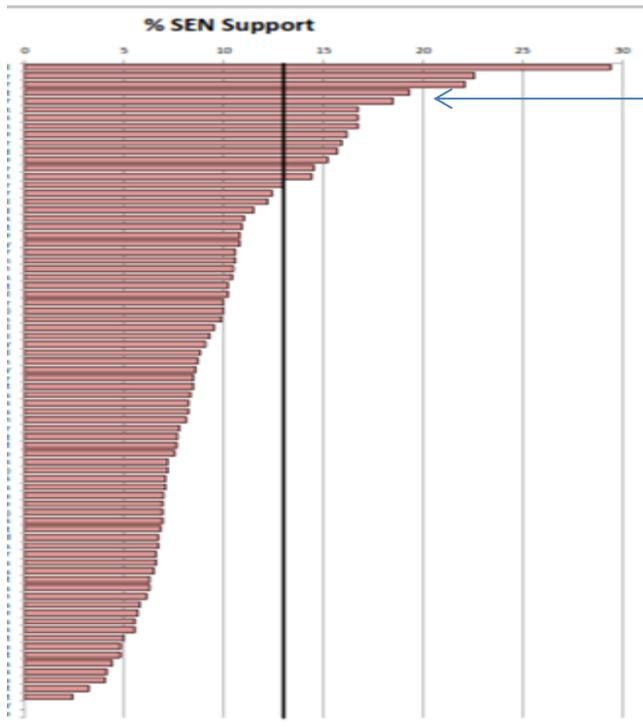
FSM

Lowther	Richmond	National
25% (60 th – 80 th percentile)	8.9%	25.2%

% of pupils known to be eligible for free school meals (FSM)*



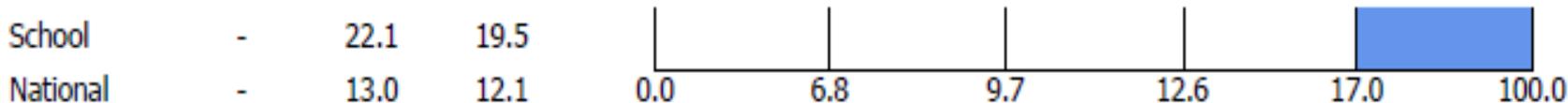
Your School's Context



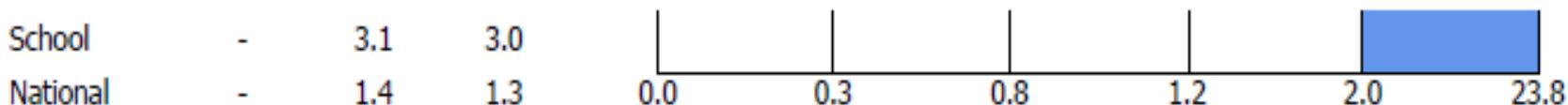
Lowther

Not including children with statemented needs, Lowther currently has 19.5% of pupils who receive SEN support. The graph opposite highlights Lowther and shows how we compare with the schools in Richmond and Kingston. We have the 4th highest numbers of children receiving SEN support out of 78 schools

% of pupils with SEN support



% of pupils with an SEN statement or EHC plan



What Data will we be looking at?

National Assessment Data in

- Foundation Stage – Good level of development
- Year 1 – Phonics
- Year 2 – Attainment in Reading, Writing, Maths and Science
- Year 6 – Attainment and Progress in Reading, Writing, Maths and Science

Then we will review

- Parent feedback on school life
- Pupil Feedback on school life

Note: New assessments were in place from 2016.....

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework.

Foundation Stage

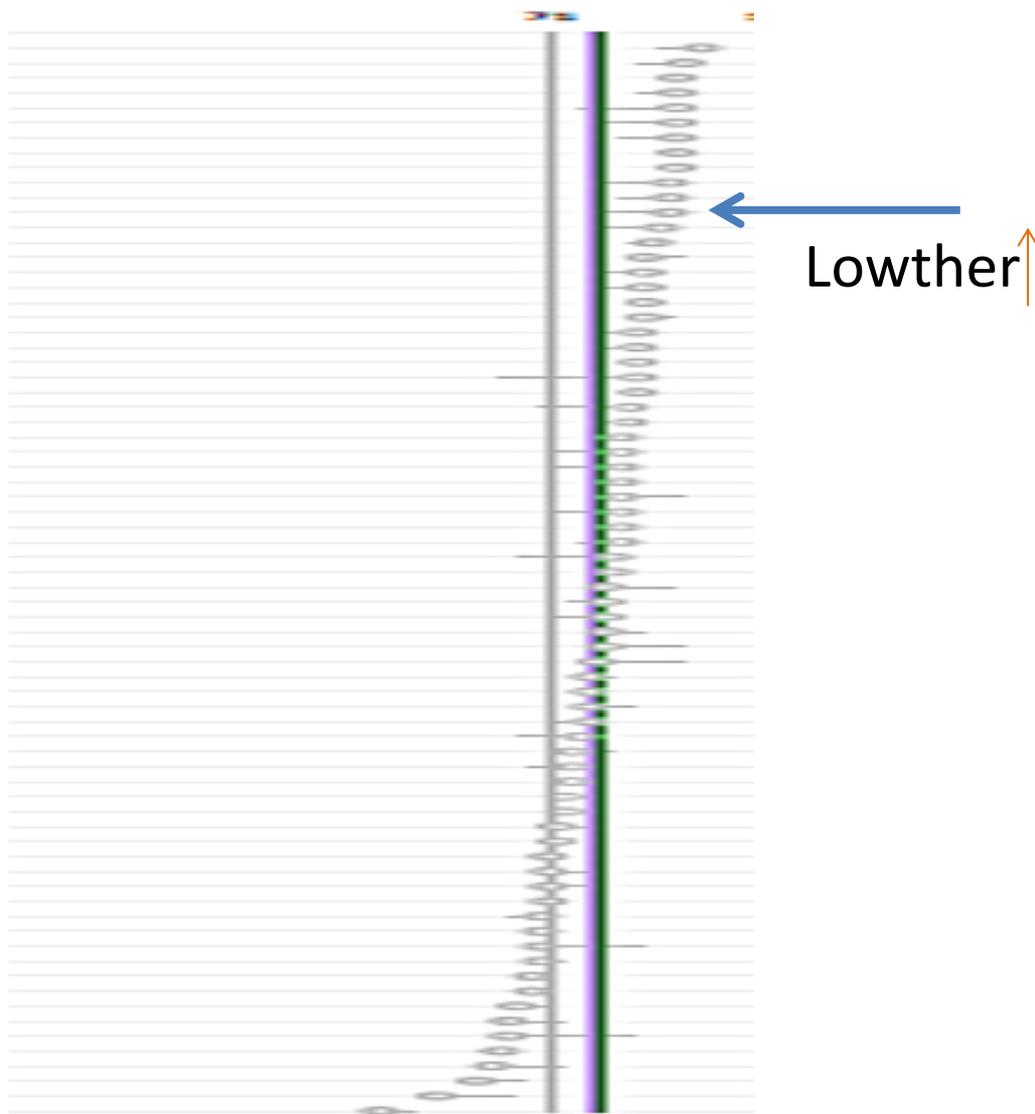
This table illustrates the number of Lowther children attaining the Good Level of Development by the end of the Foundation Stage.

Reception Good level of development				
	2015	2016	2017	3 year average
Kingston LA	72	75	76	74
Richmond LA	71	77	78	75
National	66	69	71	68
Lowther	58	75 ↑	86 ↑	73 ↑

↑ Above national and improving

↓ Below national and declining

Foundation Stage



This graph illustrates the position of Lowther within Richmond and Kingston for the number of children attaining the Good Level of Development by the end of the Foundation Stage.

The grey horizontal line is the national average, the purple is Kingston and the green is Richmond.

Year1

These tables illustrate the number of Lowther children attaining the expected phonics standard by the end of the Year 1.

Y1 Phonics				
	2014	2015	2016	2017
Kingston LA	79	77	87	85
Richmond LA	82	87	89	89
National	74	77	81	81
Lowther	76 	70 	87 	88 



Above national and improving



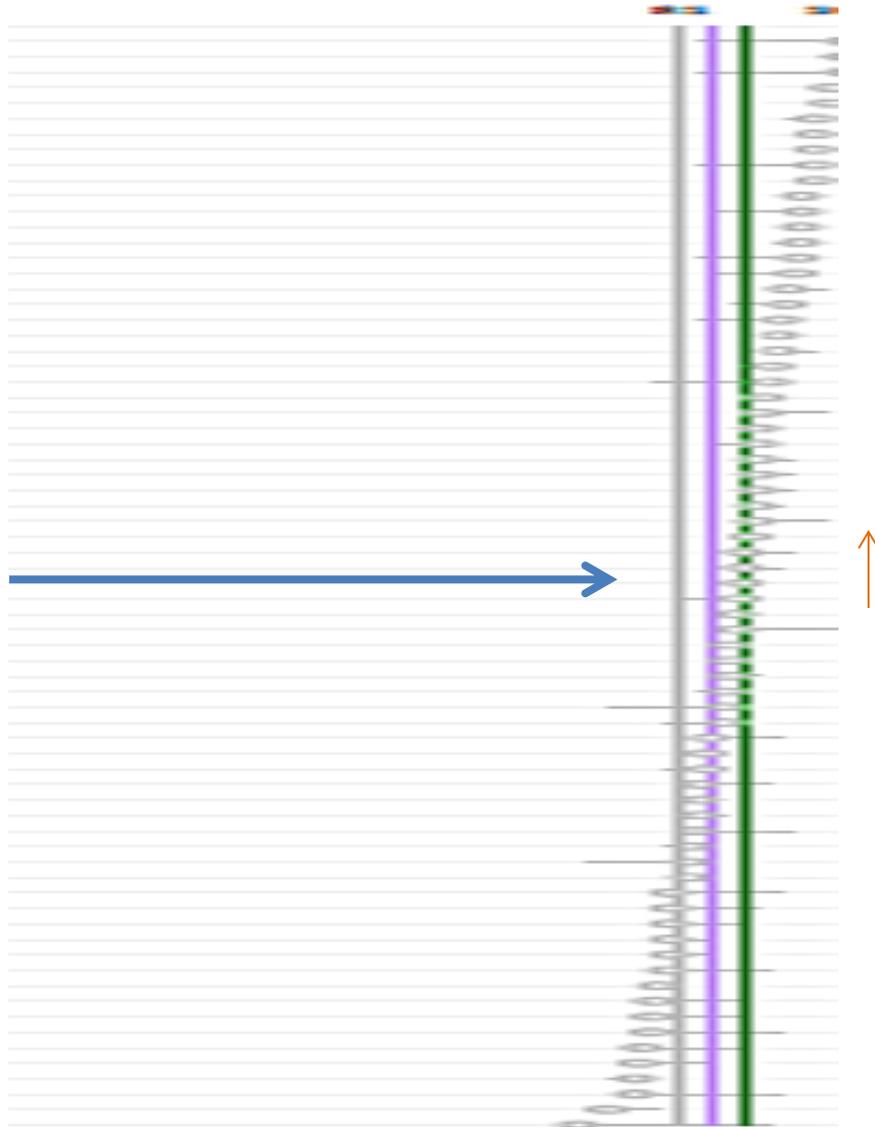
Below national and declining

Year 2 Phonics

Lowther 100%

National 91%

Year1



This graph illustrates the position of Lowther within Richmond and Kingston for the number of children attaining the expected phonics standard by the end of the Year 1.

The grey horizontal line is the national average, the purple is Kingston and the green is Richmond.



Green shows a rise from the previous year. Red a drop.

KS1 Attainment 2017

Percentage of pupils attaining the national expected level

	Lowther 2017	National	Richmond
Maths	78%	75%	82%

	Lowther	National	Richmond
Reading	78%	76%	83%

	Lowther	National	Richmond
Writing	64%	68%	73%

	Lowther	National	Richmond
RWM	64%	64%	69%

Percentage of pupils working at a greater depth

	Lowther	National	Richmond
Maths	24% (-1%)	21%	29%

	Lowther	National	Richmond
Reading	38%	25%	36%

	Lowther	National	Richmond
Writing	21%	16%	21%

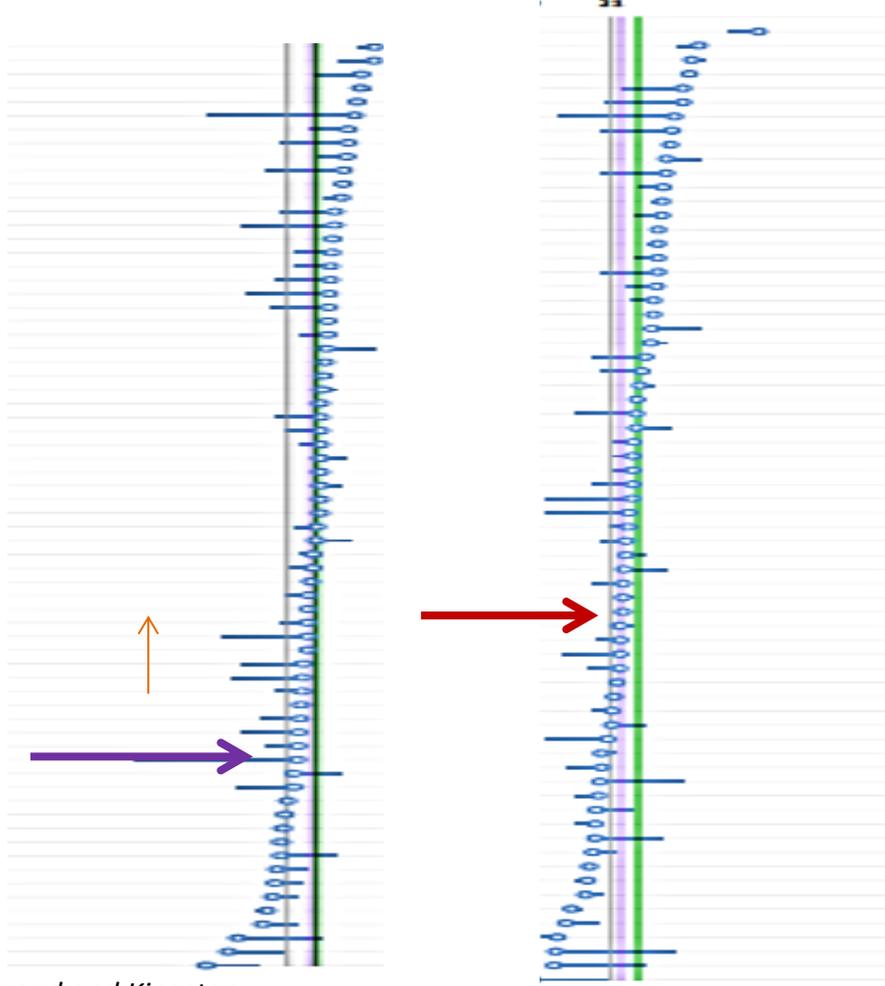
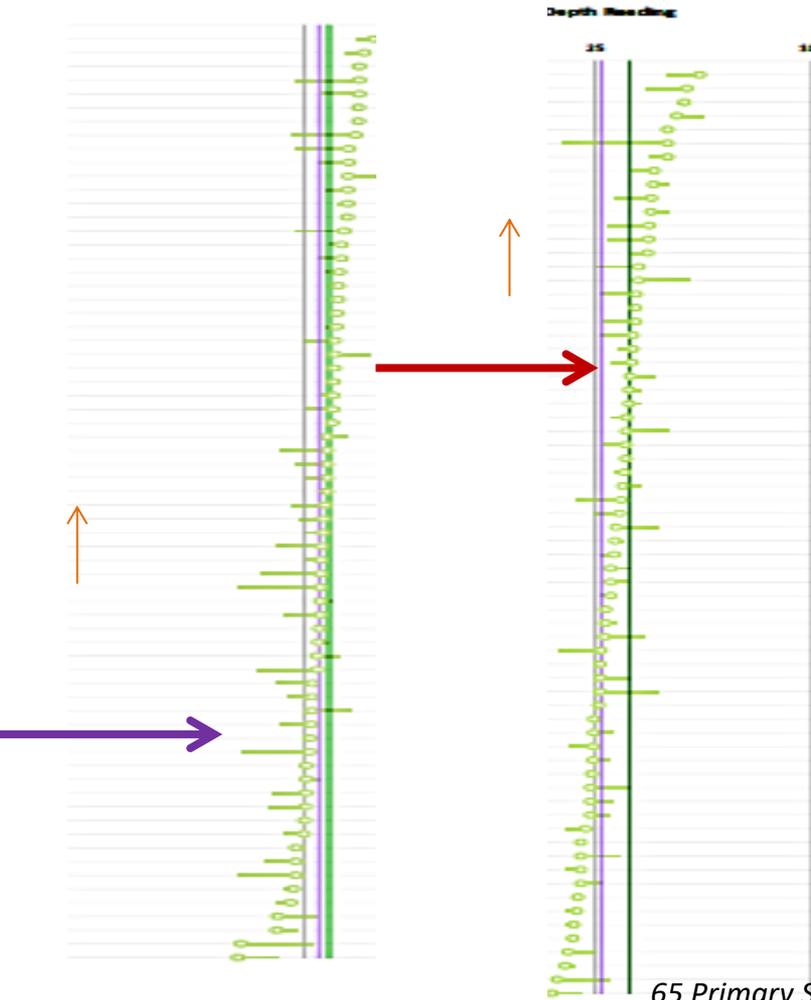
KS1 Attainment - The Local context

KS1
Reading
Expected

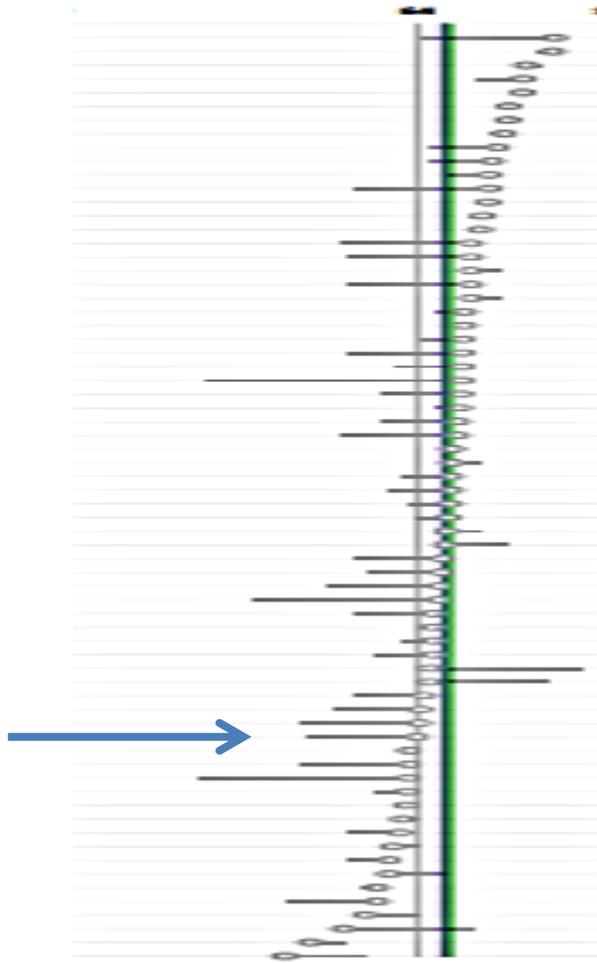
KS1
Reading
Greater
Depth

KS1
Maths
Expected

KS1
Maths
Greater
Depth

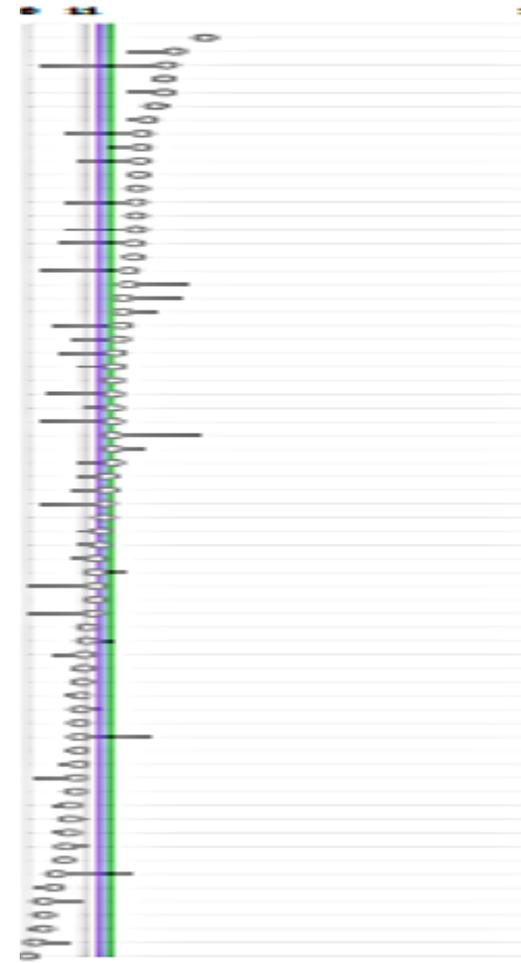


KS1 Attainment - The Local context



Expected

KS1
Reading,
Writing and
Maths
attainment
combined



Greater depth

KS2 data summary with the local and National context.

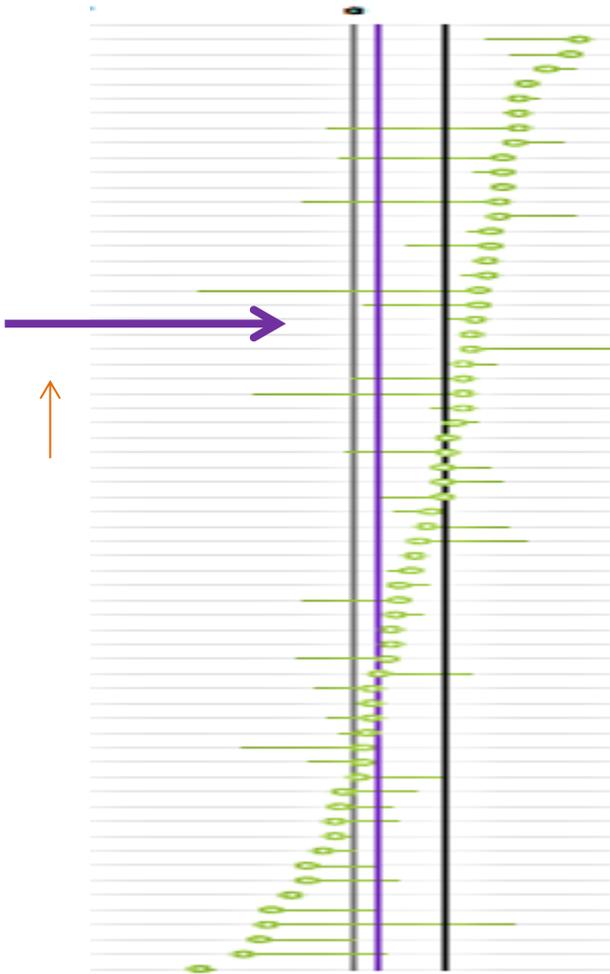
Measure	Kingston 2017	Richmond 2017	National 2017	LOWTHER 2016	LOWTHER 2017
RWM Expected Standard	64%	76%	61%	60%	66%
Reading Expected Standard	76%	86%	71%	87%	91%
Writing Expected Standard (TA)	76%	84%	76%	62%	71%
GPS Expected Standard	85%	89%	77%	80%	91%
Maths Expected Standard	82%	86%	70%	75%	93%
Science Expected Standard (TA)	87%	89%	82%	84%	83%

Year group context info: EAL 41% EHC 7% SEN 20% 57% boys

KS2 - The Local context

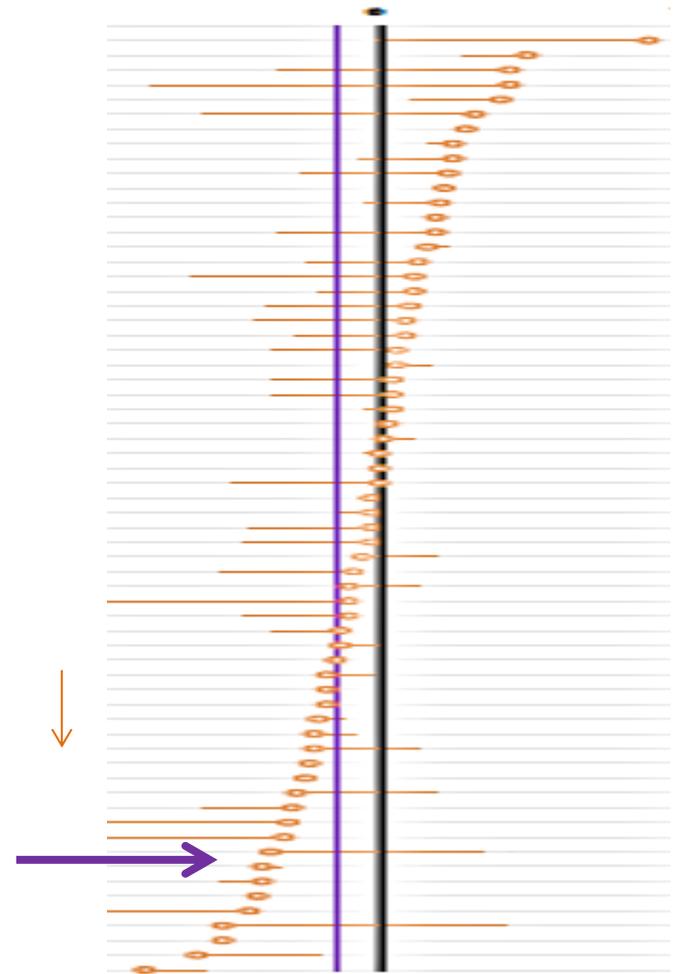
65 Primary Schools in Richmond and Kingston

KS1- KS2 Value Added Reading



The grey line is the national average, the purple horizontal line is Kingston and the green is Richmond.

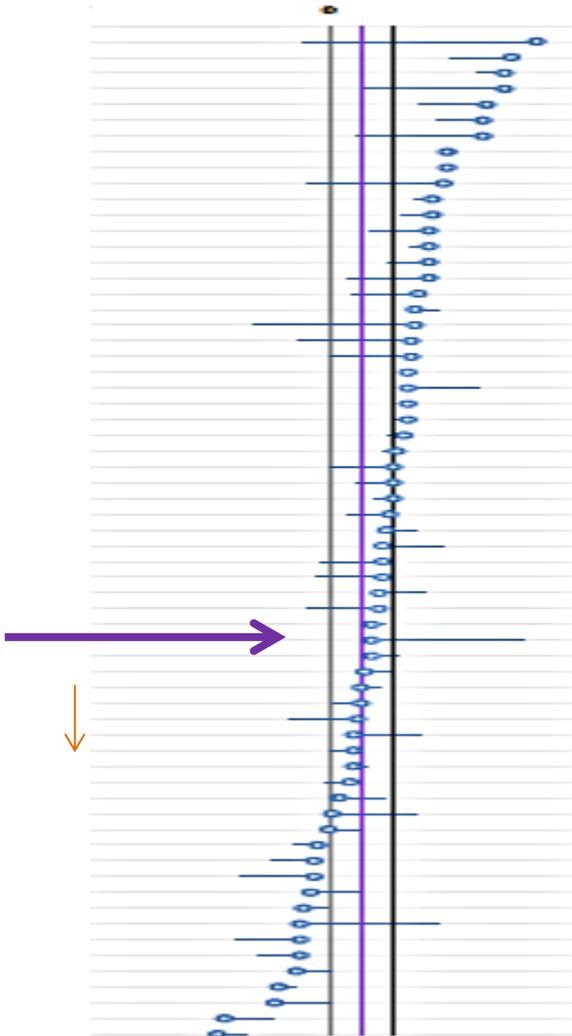
KS1- KS2 Value Added Writing



KS2 - The Local context

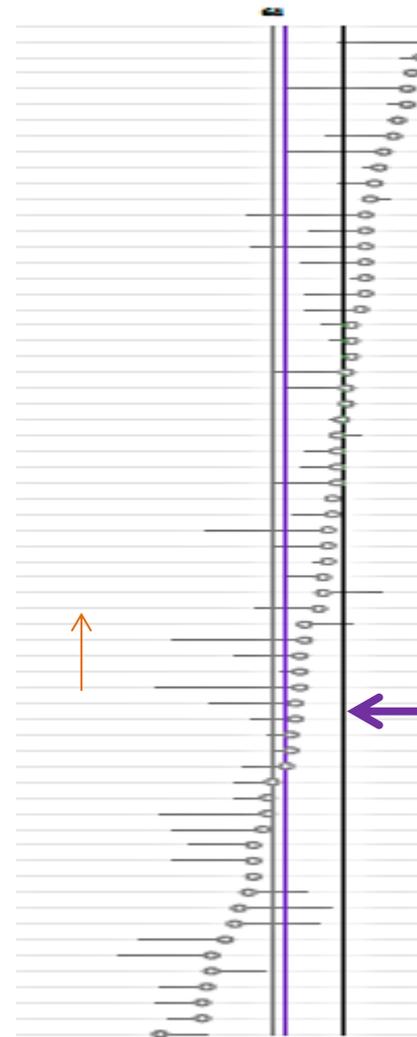
65 Primary Schools in Richmond and Kingston

KS1- KS2 Value Added Maths



The grey line is the national average, the purple horizontal line is Kingston and the green is Richmond.

KS2 % Expected RWM



Note: Richmond ranked number one in the country for the % of children attaining the expected standard in Reading, Writing and Maths combined.

KS2 - The Local context

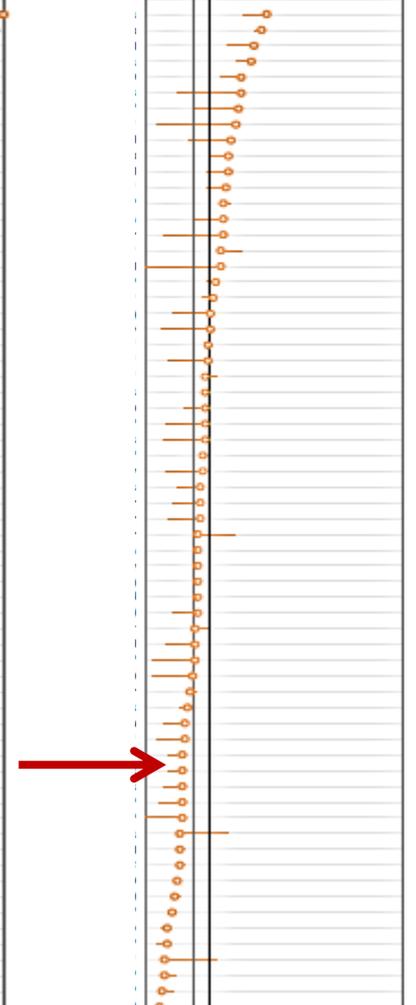
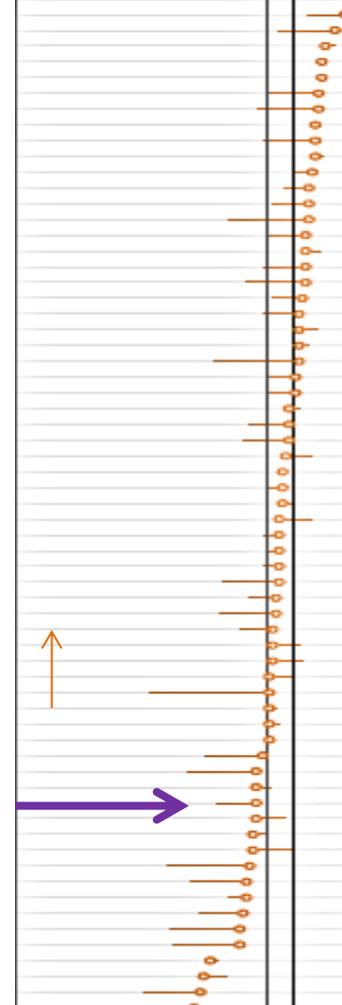
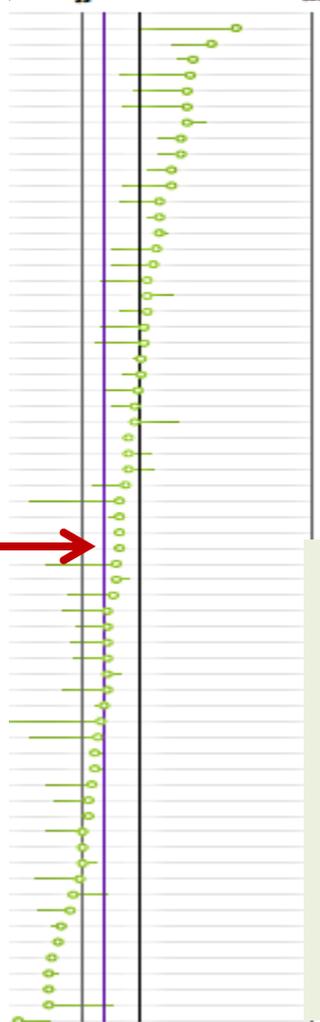
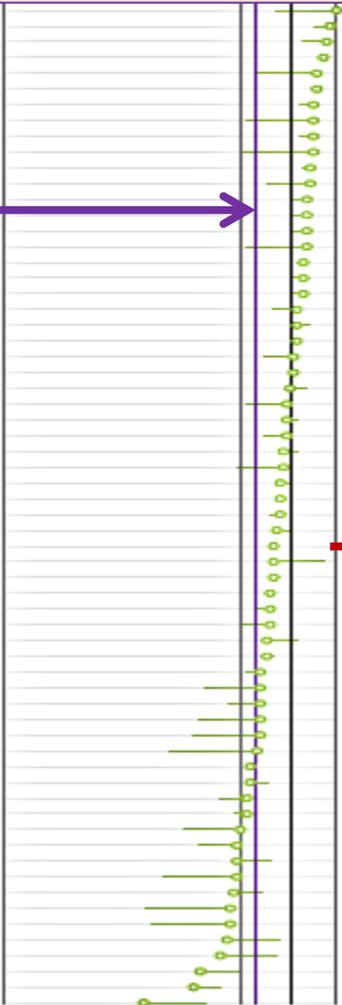
65 Primary Schools in Richmond and Kingston

KS2 Expected Standard Reading

KS2 Higher score Reading

KS2 Expected Writing

KS2 Higher score Writing



The grey line is the national average, the purple horizontal line is Kingston and the green is Richmond.

KS2 - The Local context

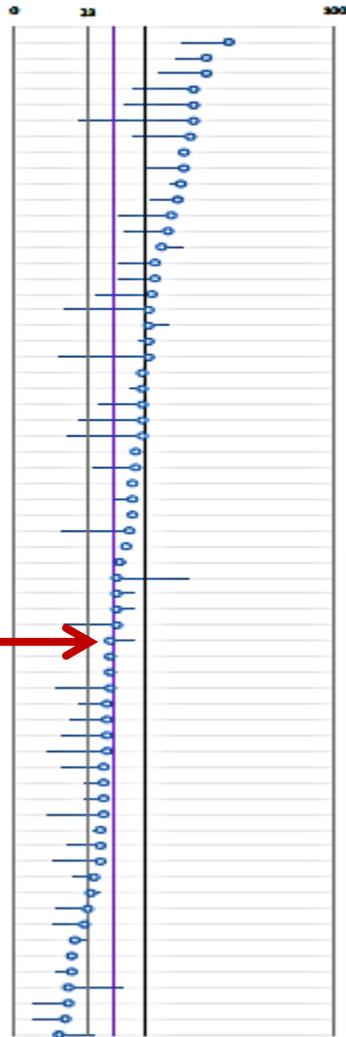
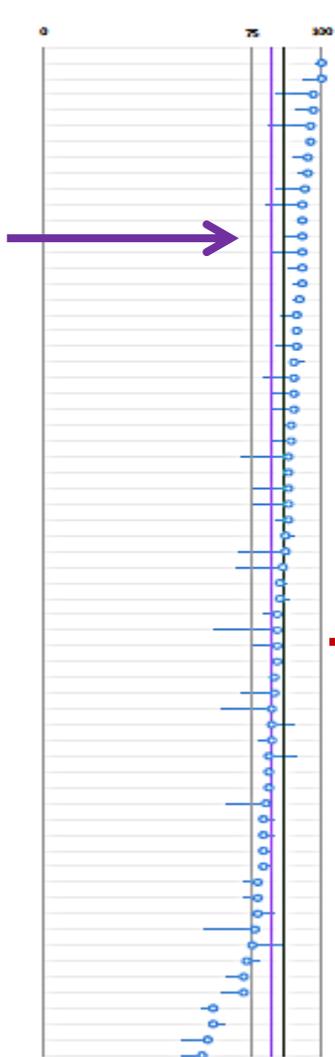
65 Primary Schools in Richmond and Kingston

KS2 Expected Standard Maths

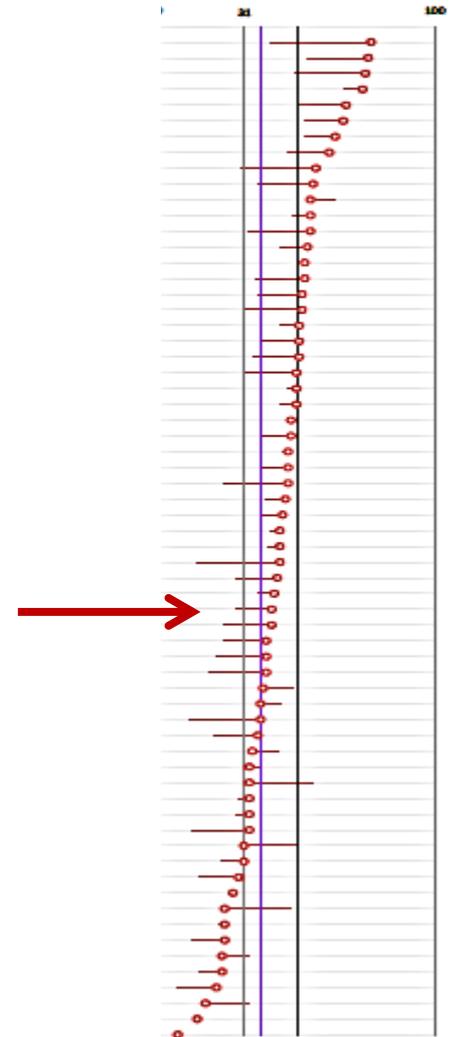
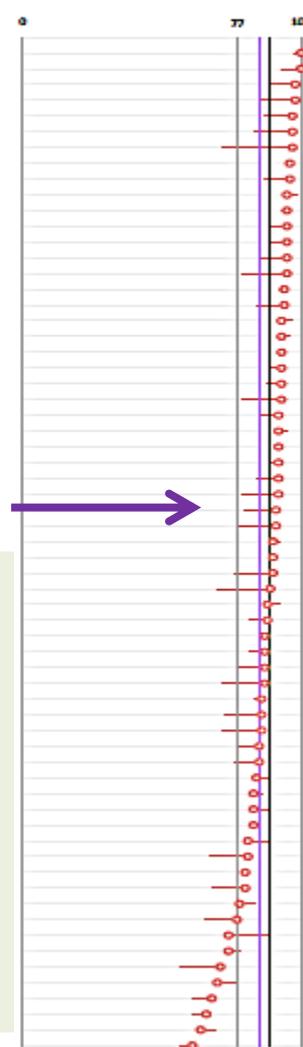
KS2 Higher score Maths

KS2 Expected GPS

KS2 Higher score GPS



The black line is the national average, the purple horizontal line is Kingston and the green is Richmond.



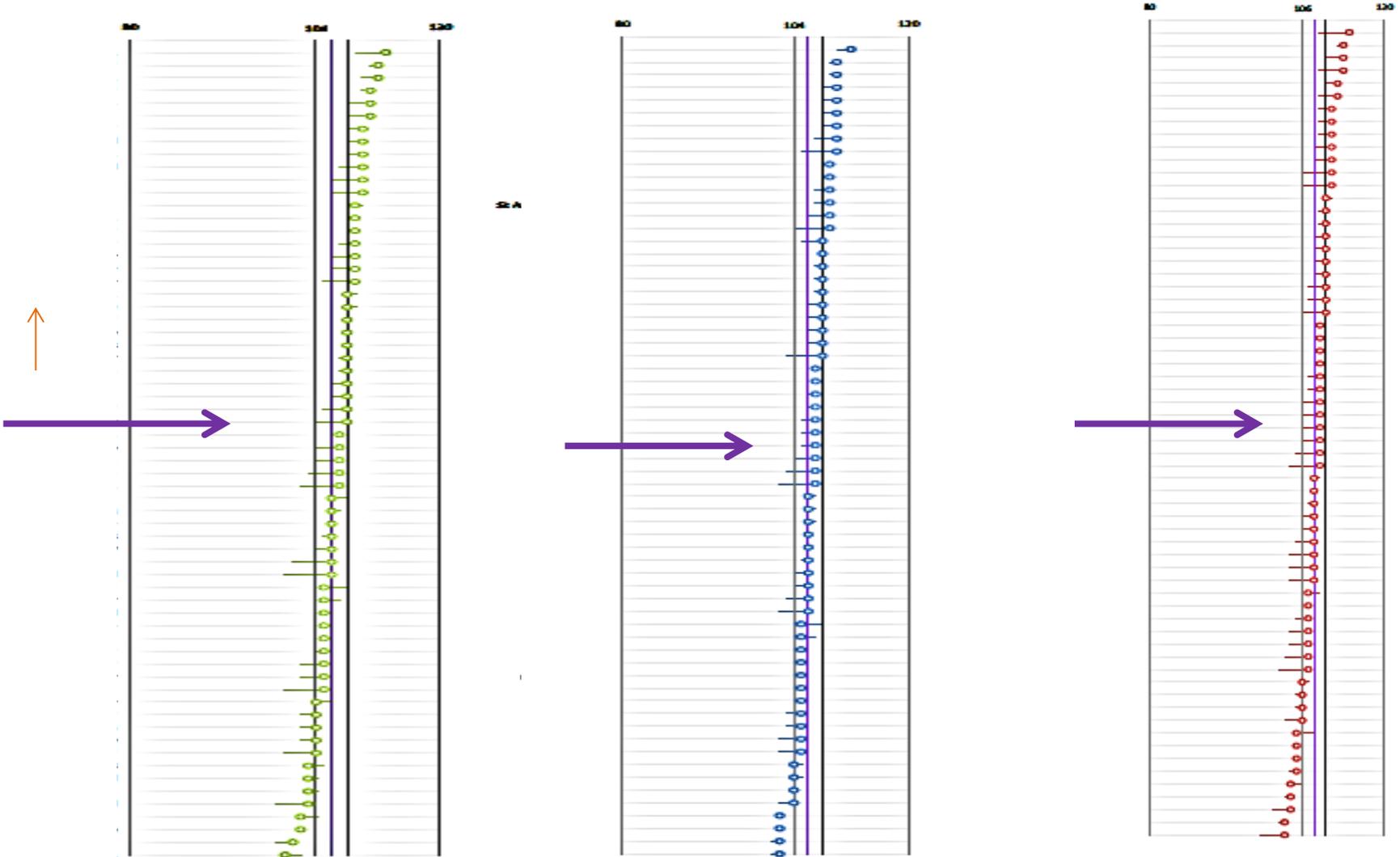
KS2 - The Local context

65 Primary Schools in Richmond and Kingston

Average Scaled score Reading

Average scaled score Maths

Average scaled score GPS



Pupil Satisfaction – School life

Sample size 250 pupils	Yes yes! 	Yes! 	No! 	No no! 	Don't know 
I'm happy at Lowther	84%	13%	0%	1%	2%
I get taught good lessons	80%	19%	0%	0%	1%
I'm making good progress	73%	20%	1%	0%	6%

Pupil Satisfaction – by subject

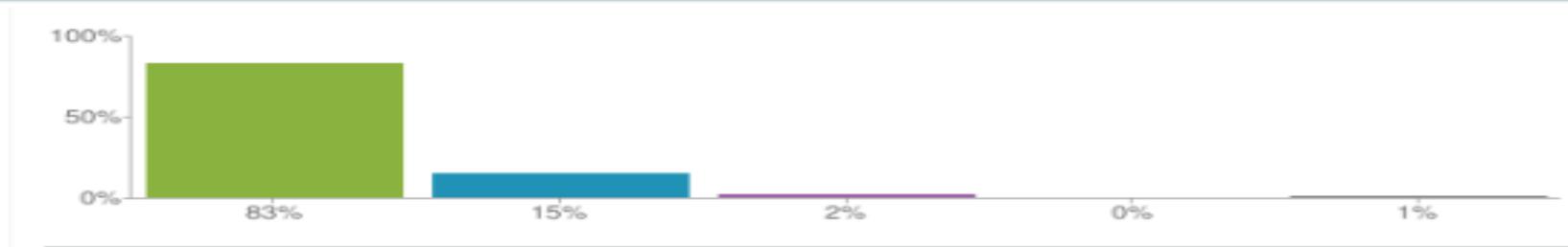
Reading	Enjoy loads 60%	Enjoy 28%	It's ok 10%	Don't enjoy 2%
Writing	Enjoy loads 53%	Enjoy 34%	It's ok 9%	Don't enjoy 4%
Maths	Enjoy loads 70%	Enjoy 21%	It's ok 7%	Don't enjoy 2%
Science	Enjoy loads 68%	Enjoy 17%	It's ok 11%	Don't enjoy 3%

Art	Enjoy loads 87%	Enjoy 9%	It's ok 3.5%	Don't enjoy 0.5%
PE	Enjoy loads 75%	Enjoy 14%	It's ok 10%	Don't enjoy 1%
ICT	Enjoy loads 87%	Enjoy 10%	It's ok 3%	Don't enjoy 0%
Music	Enjoy loads 61%	Enjoy 27%	It's ok 10%	Don't enjoy 2%
Cooking	Enjoy loads 96%	Enjoy 2%	It's ok 1%	Don't enjoy 1%
Topic	Enjoy loads 65%	Enjoy 24%	It's ok 9%	Don't enjoy 2%
Drama	Enjoy loads 82%	Enjoy 10%	It's ok 6%	Don't enjoy 2%

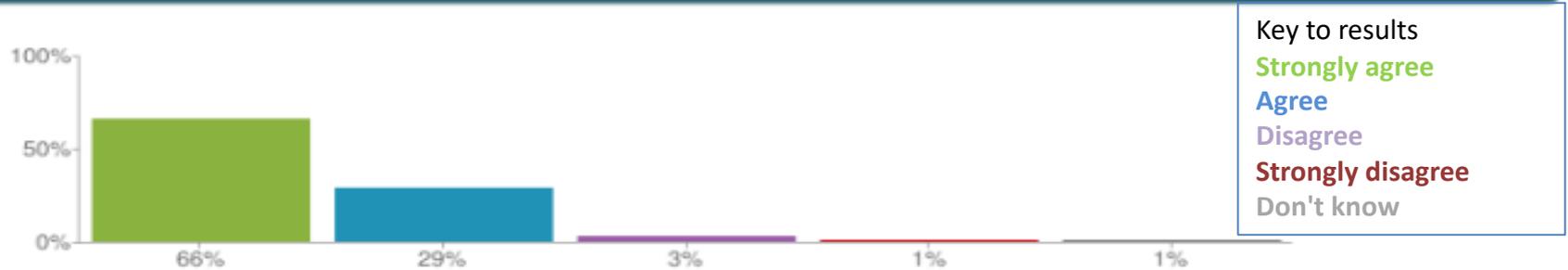
Summary of views of Parents

(based on Parent View survey –as of September 2017, 120 responses)

My child is happy at Lowther



My child is making good progress at Lowther



Key to results

Strongly agree

Agree

Disagree

Strongly disagree

Don't know

My child is well taught at Lowther

