

St Mary's CofE Aided Infant School, Frensham

Inspection report

| | |
|--------------------------------|----------------------------------|
| Unique Reference Number | 125183 |
| Local Authority | Surrey |
| Inspection number | 359857 |
| Inspection dates | 30 September 2010–1 October 2010 |
| Reporting inspector | George Logan |

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

| | |
|--|--------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 90 |
| Appropriate authority | The governing body |
| Chair | Irene Ross |
| Headteacher | Evie Page |
| Date of previous school inspection | 19 September 2007 |
| School address | Frensham Road Farnham GU10 3DS |
| Telephone number | 01252 792406 |
| Fax number | 01252 795407 |
| Email address | head@stmarys-Frensham.surrey.sch.uk |

| | |
|--------------------------|-------------------------------------|
| Age group | 4–7 |
| Inspection dates | 30 September 2010–1 October 2010 |
| Inspection number | 359857 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons taught by three different members of staff. Inspectors held meetings with the chair and vice-chair of the governing body, staff and pupils. They observed the school's work and looked at pupils' books, records of pupils' progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the school improvement plan. Responses to questionnaires completed by staff and 78 parents and carers were also considered.

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

- how far advanced children are on entry to the Early Years Foundation Stage, given the very positive social context, and the extent of the progress they make in the Reception Year
- how consistent and effective teaching is and how well the staff use assessment to plan work with sufficient challenge for pupils
- how the recent major curriculum development project has affected pupils' learning and the extent to which this initiative is now embedded
- how accurately both senior leaders and governors evaluate the work of the school and the extent to which the governing body has met its obligations in relation to community cohesion.

Information about the school

This is a much smaller-than-average-sized infant school. It serves primarily the village of Frensham. However, a significant number of pupils come from the rural area to the north and from Farnham, the nearest sizeable community. Almost all pupils join the Early Years Foundation Stage in the Reception class. The school is, in most years, over-subscribed. The school population is predominantly White British. Pupils from other ethnic backgrounds or from other faiths are few. No pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is low. Very few pupils claim free school meals at present. The school has recently completed a major building project which has significantly enhanced the facilities. St Mary's is the founder member of a network of six small rural schools which work together on a range of initiatives, including staff training and curriculum development. St Mary's is also a member of the Farnhamme Confederation of thirteen local schools in Farnham, whose shared development work includes Extended Schools provision. The school achieved the Rights Respecting School Award, an advanced Healthy School award, in 2010.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Mary's Church of England Voluntary Aided Infant School provides a good education. It has a distinctive, inclusive ethos, aspiring to high standards in its work. A determination not to settle for second best has enabled the school to make good improvement since its last inspection. Even though attainment in 2010 was not quite as high as in the two previous years, attainment and progress have improved significantly since 2007, particularly in writing. Attainment at Year 2 is currently above average. Progress is generally good, with pupils achieving well, indicating that the impact of teaching is good. Occasionally, however, the quality of pupils' written work and the use of worksheets do not fully reflect the underlying strength of pupils' writing skills. The school has a well-developed system of setting academic targets for each pupil, although teachers' marking does not always provide clear guidance as to the next steps in learning.

The school has an outstanding partnership with its parents and carers, enabling it, for example, to raise significant funds to support the recent building project. Parents and carers appreciate the school's commitment to pupils' well-being. Attendance has risen and is now above average. Pupils enjoy school greatly and are very well behaved, though their attention drifts when teaching does not fully engage their interest. Through recent work on the Rights Respecting School programme, pupils have an outstanding appreciation of healthy lifestyles and keeping fit. While aspects of pupils' spiritual, moral, social development are outstanding, opportunities for pupils to become familiar with more ethnically diverse groups in the United Kingdom are too limited.

Children make good progress overall in the Early Years Foundation Stage, as a result of good teaching. Progress is particularly good in reading and writing. Induction arrangements are highly effective. The curriculum, although good, is constrained by the lack of an outdoor learning area which can be accessed in all weathers.

Good extra-curricular and enrichment provision contributes well to pupils' outstanding personal development and also enhances the curriculum. The provision for gifted and talented pupils, through the local cluster of schools, enables such pupils to access relevant enrichment and extension activities. This is a key benefit of the school's outstanding partnerships with other schools, agencies and providers. St Mary's pupils, apart from their involvement in support of charities, have close links with the Parish church and Parish Council and make considerable use of the local environment to support learning in the recently restructured curriculum. Though slightly over-positive in places, the school's self-evaluation is generally accurate. The school has good capacity for improvement because its leaders have demonstrated a convincing record of past success and a determination to sustain improvement.

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

What does the school need to do to improve further?

- Implement the existing plans to develop the outdoor learning area in the Early Years Foundation Stage in order to improve the quality of learning.
- Develop the staff's skills in analysing and interpreting data relating to pupils' attainment and progress in order to improve pupils' all-round attainment and progress.
- Improve community cohesion by sustaining efforts to establish meaningful links with schools and communities within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Writing has shown particular improvement in the last three years. An increased focus on story structure through developing story-telling has enabled pupils to order their narratives more coherently. These emerging skills were evident in literacy sessions in Years 1 and 2, when an emphasis on narrative structure and on editing text successfully reinforced these skills. Pupils with special educational needs and/or disabilities make good progress because their needs are planned for well and supported effectively by well-prepared teaching assistants. However, pupils' written work does not consistently show the same rigour and quality throughout the school that the national assessment results would suggest. Nonetheless, learning in lessons is largely good.

Behaviour is good and exclusions are rare. Pupils treat each other and adults with courtesy. The Rights Respecting School programme emphasises tolerance between pupils. The school council is highly influential and gives pupils good access to the democratic process. The school supports a wide range of charities and community organisations. Older pupils take responsibility as buddies for those who are younger and, enthusiastically, undertake community 'jobs' as VIPs. Although multicultural awareness is not so systematically developed, pupils' social, moral and spiritual development are significant strengths. Well-developed basic skills ensure that pupils are well prepared for future study and later life.

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

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teaching is mostly good. Work is generally well matched to pupils' needs, offering a good level of challenge. Relationships between the staff and pupils are excellent. The teachers, successfully, encourage pupils to develop independence as learners. In a Year 2 mathematics lesson, able pupils extended themselves by devising increasingly challenging calculations. The teachers question pupils closely to ascertain how well they have understood key ideas. However, while day-to-day evaluation of pupils' understanding is thorough, individual teachers do not always interrogate performance data rigorously enough to identify trends in pupils' learning.

The curriculum has been revised recently. It supports the development of pupils' literacy, numeracy and information and communication technology skills effectively. It ensures also that subjects such as art, history and geography have status within a balanced curriculum. The pupils are very motivated by activities such as the visit of a bee-keeper and a musical presentation to end a 'Pirates' topic. Effective links with a group of local schools through the Waverley and Ash School Sports Partnership enhance provision in physical education. Good personal, social, health and citizenship education promotes pupils' personal development very well.

The staff care for pupils outstandingly well. The school is immediately responsive to any concerns pupils express, individually or through the school council. Transition arrangements are very good. The school works extremely closely with support agencies,

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

particularly for pupils with specific needs. There is excellent practice in supporting the health, social, behavioural and transition needs of pupils whose circumstances mean they need additional support. Systems to promote good attendance are rigorous and effective.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

School leaders have successfully driven improvement, ensuring that pupils make better progress in lessons. While rigorous monitoring and effective tracking have, over time, supported good improvements in teaching and learning, staff changes, in a small team, can quickly erode that progress. Currently, the headteacher recognises the need for class teachers to take a lead in analysing and responding to pupil progress data. Lesson evaluations do not always focus sufficiently on the learning of more-able pupils or the quality of pupils' written work and sometimes this restricts progress. Nevertheless, the whole-school commitment to raising pupils' attainment and enhancing pupils' achievement is a testimony to the school's good capacity for sustaining further improvement.

The governing body shows outstanding commitment, constantly evaluates its own effectiveness and routinely holds school leaders to account. It has not yet ensured, however, that all aspects of community cohesion are embedded. Roles and responsibilities in relation to safeguarding are clearly defined. All pupils have access to the same opportunities and no groups underperform significantly. The school is a very cohesive community and there are excellent links with the local community. There are established links with a school in Zambia. However, provision is limited in relation to more diverse communities within the United Kingdom. For this reason, community cohesion is judged satisfactory rather than good.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Although children enter the Reception Year from a wide range of pre-school provision and with varied prior experience, their underlying social and communication skills are generally well developed. Consequently, almost all have, on entry, skills and knowledge which are consistent with the levels expected for their age group, with a significant number functioning at higher levels. Very effective induction arrangements, including home visits, ensure that children, quickly, feel very safe. They are well cared for and establish good relationships with adults and other children. Even early in the year, they play together confidently and safely and behave well. This enhances their social development well. Children make good progress, leading to attainment which is above average, at least, by the end of the Reception Year. Progress is greatest in reading and writing, supported by a thorough focus on learning about the sounds words make. The children are articulate and present their ideas thoughtfully. However, even though many children's attainment is above national expectations, relatively few attain at the highest level. Although there is ready access to the outdoor area, a lack of shelter means that children cannot use the space in all weathers. This affects the planning and delivery of the curriculum and children's learning negatively. Even so, children have good opportunities to make choices both indoors and out. All areas of learning are planned for in the detailed weekly planning. Regular assessments take place, although the format for recording this information varies from year to year. The school's leaders know what needs to be done to improve provision. In particular, they recognise what inspectors found, that more rigorous analysis of data would enable the staff to have a more detailed view of children's progress.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

The great majority of parents and carers who responded to the questionnaire are very pleased with the school and what it offers their children. As one said, 'This is an incredibly special, supportive and nurturing school. It is a privilege to be part of St Mary's.' They appreciate the love of learning it inspires and the care and support their children receive. While a few parents or carers said that communication could be improved, the inspection team found that opportunities for parents and carers to engage with the staff are more frequent than in many schools. A very small number of parents and carers felt that their children were not challenged sufficiently. The school recognises itself that the pace of learning could at times be a little faster in some lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Church of England Aided Infant 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 53 | 68 | 24 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 60 | 77 | 18 | 23 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 24 | 31 | 43 | 55 | 3 | 4 | 0 | 0 |
| My child is making enough progress at this school | 29 | 37 | 37 | 47 | 4 | 5 | 1 | 1 |
| The teaching is good at this school | 39 | 50 | 36 | 46 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 42 | 54 | 28 | 36 | 4 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 54 | 69 | 22 | 28 | 0 | 0 | 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) | 50 | 64 | 20 | 26 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 44 | 56 | 25 | 32 | 3 | 4 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 34 | 44 | 32 | 41 | 3 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 31 | 40 | 34 | 44 | 5 | 6 | 0 | 0 |
| The school is led and managed effectively | 50 | 31 | 24 | 31 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 51 | 31 | 24 | 31 | 1 | 1 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



2 October 2010

Dear Pupils

Inspection of St Mary's CE Aided Infant School, Frensham GU10 3DS

Thank you for making us welcome during our recent visit. We enjoyed meeting you and seeing your work in lessons. We found that yours is a good school, with lots of strengths.

Our main findings are these:

- you work hard and behave well
- you make good progress in Reception, and in Years 1 and 2, and your standards are above average by the end of Year 2
- you undertake lots of jobs and make an outstanding contribution to the school and local community
- you feel that lessons are very enjoyable and teaching and learning are good
- you attend school often, feel outstandingly safe and have an outstanding awareness of the importance of eating healthily and staying fit
- you get good support when you find learning difficult and the new curriculum has been a great success so far
- you are extremely well looked after because the school's leaders work hard to ensure that you are.

We are asking the school to make the following changes so that you can do even better:

- develop the outdoor area in the Early Years Foundation Stage so that it can be used in all weathers
- develop teachers' skills in analysing information about the progress you make, so that they are clear about what you need to do next
- establish meaningful links with other communities and faith groups within the United Kingdom.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.