

# Charlwood Village Infant School

## Inspection report

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<b>Unique Reference Number</b>	124946
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359802
<b>Inspection dates</b>	7–8 October 2010
<b>Reporting inspector</b>	Sheila Browning

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Bunn
<b>Headteacher</b>	Vicky Lanham
<b>Date of previous school inspection</b>	8 October 2010
<b>School address</b>	Chapel Road Horley RH6 0DA
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons involving the work of three teachers. Meetings were held with groups of pupils, staff and members of the governing body. The inspectors observed the school's work, and looked at school self-evaluation documents, safeguarding documents, external monitoring reports and development planning. Account was taken of the 49 parental and carer questionnaires received as well as those from staff and pupils.

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

- The impact of teaching on the learning and progress of boys and more-able pupils, especially their writing skills.
- The extent to which leaders, including the governing body, are sustaining improvement and monitoring provision and pupils' outcomes. Pupils' understanding of, and involvement in, communities outside the local area.

## Information about the school

Charlwood Village Infant School is smaller than most primary schools. A significant number of pupils come from outside the normal catchment area. Children in the Early Years Foundation Stage are taught in the Reception class. Most pupils are of White British heritage. The remainder come from various minority-ethnic groups. The proportion of pupils who speak English as an additional language is below average, although none are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. A few have moderate and physical learning difficulties. The number of pupils eligible for free school meals is below average. A new headteacher was appointed last year and a teacher for the Early Years Foundation Stage took up post in September 2009. The Chair of the Governing Body and vice-chair were appointed in January 2010. The school has gained a number of awards including an Eco-schools silver award. Extended services are provided through after-school club facilities.

**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

Charlwood is a good school. Among its outstanding features are the high quality of care, guidance and support, pupils' excellent behaviour and the strong partnership between the school and parents and carers. Pupils are happy and, as a result, their progress is good and attainment is above average. Right from the start in the Reception class children settle quickly, are eager to learn and show their enjoyment of school. Parents and carers are very appreciative of the school and two views were typical of many, 'There is always so much going on for the children... there have been so many improvements in the school recently.'

Central to the school's current improvement is the drive and ambition of the headteacher. Staff and the governing body play an increasingly influential role in identifying improvement and checking that provision is effective. There have been many positive changes in a short time. Significant improvements have been made in the accommodation and provision for the Early Years Foundation Stage. A complete overhaul of the provision for pupils with special educational needs and/or disabilities has led to sharper identification of their needs and more appropriate support and intervention which result in their good progress. New resources for information and communication technology have been purchased and await installation. Pupils' progress is carefully tracked but assessment practices are not fully embedded. Pupils like their targets and say teachers' comments in their books help them to improve and they know what to do. The whole-school focus on writing, use of talk partners, and more boy-friendly texts have helped improve pupils' reading and writing skills, especially those of boys and more-able pupils. However, it is early stages for such recent improvements in writing, especially of boys and those more able, to have been sustained but the school is moving in the right direction. These developments and the typically good teaching and learning strengthen pupils' progress. Good self-evaluation and rising attainment demonstrate the school's good capacity for further improvement. The governing body supports the school well. Changes in membership have led members to review their roles and how they monitor the school but it is too early for these to have been evaluated. Nonetheless, the governing body has a clear view of the strengths and areas for development and governors effectively challenge the school's performance.

◆ The school is a happy community and pupils value and respect each other's views.

Pupils have an excellent understanding of how to keep healthy and safe. They know about carbohydrates, choose healthy snacks and enjoy sports, cooking and going swimming. The recently reviewed curriculum is effective, and the themed approach, linking different subjects together, provides good opportunities for learning and is enriched through visits, visitors and popular before- and after-school clubs. Pupils' knowledge of other more distant places in the United Kingdom and in other countries is promoted effectively

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through the curriculum, but is not supported by direct links or contact to make their understanding of the range of different cultures and beliefs alive for them.

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

- Ensure by the end of this academic year that pupils, especially boys and those more-able, are helped to further develop their writing skills by:
  - ensuring that work in all lessons challenges and extends them
  - ensuring the use of writing targets is consistently in place
  - increasing the opportunities to use information and communication technology
- Raise pupils' awareness and understanding of the range of cultures and beliefs represented in the United Kingdom and beyond by developing links with a contrasting school in the United Kingdom and further afield.

## Outcomes for individuals and groups of pupils

2

The trend in attainment by the end of Year 2 for the last few years has been above average. It is particularly strong in mathematics and reading but comparatively few reach the highest levels in writing. This is confirmed in lesson observations and in the scrutiny of pupils' books. All pupils listen well and this enables them to identify quickly the main points they are learning. The efficient use of 'talk partners' in lessons helps pupils, especially the boys, to be more confident and to check out their ideas before writing; for example, as when pupils in Year 1 recalled the order of events from the previous day when some mothers and babies had visited. It is clear from pupils' books that they have good opportunities to use different forms of writing. Work is usually neat. Spelling and their use of punctuation improves as pupils move up through the school and joined-up writing is encouraged. They are rightly proud of their efforts. Mathematical skills and knowledge are strengthened through the many opportunities pupils have to work together on problem solving and investigational tasks. For example, pupils in Year 2 enjoyed learning about standard units using different measuring equipment to measure one another's heads, hands and feet.

◆ Pupils' good academic progress is extended to their personal development. They are proud to be school councillors and representatives for 'Pupil Voice'. They have helped agree the school rules and know the importance of supporting and improving the environment through recycling, which is reflected in the Eco-Schools Silver Award. Pupils are well prepared for the next stage of their education. Despite the current constraints of access to information and communication technology, pupils are keen to use their skills in the subject.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Pupils are keen to participate in lessons and confidently talk about what they are doing. This is because lessons are usually well planned and taught effectively by good practitioners. This is especially true of the progress made in pupils' reading and mathematics. Well-trained teaching assistants contribute much to pupils' learning. Just occasionally, the pace of learning drops when teachers talk for too long or the challenge for more-able pupils is not pitched well enough. Good quality questioning and marking focus pupils on their next steps in learning. The introduction of writing targets, although not consistently in place, helps pupils to know what to do next. Pupils use thumbs up and down, and traffic lights to assess their own achievement. Vulnerable pupils are very well cared for and interventions are well targeted. The school works very effectively with parents and carers and has strong links with outside agencies. Pupils express a high level of confidence in the adults who look after them.

◆ Pupils' personal, spiritual, moral, social and cultural development is promoted effectively through the curriculum and the good range of popular before- and after-school clubs, visits and visitors. Involvement in a pilot scheme to tackle boys' underperformance in writing has led to improved resources and staff training, though it is too soon to measure a sustained impact on boys' achievement. Increasingly, there are examples of making learning more meaningful and interesting for the pupils through subject links,

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Whether, for example, learning the functions of the keyboard, writing acrostic poems or finding out where the different countries are in the United Kingdom.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders' drive, ambition and success are evident in the rising attainment and improvements in provision. The gap in attainment between boys and girls in writing is narrowing and more pupils attain the higher levels, due to more writing opportunities, ongoing staff training and better use of assessment. The strong leadership of the headteacher is driving the new leadership team forward. Leaders track pupils' progress carefully and the information is used to measure how well different groups of pupils achieve. These factors and the high quality care and good provision ensure equality of opportunity is good. Discrimination is tackled effectively through the greatly improved provision for pupils with special educational needs and/or disabilities. Staff and the governing body show a good awareness of safeguarding. All safeguarding arrangements met government requirements at the time of the inspection; vetting procedures are rigorous as are risk assessments.

◆ The engagement of parents and carers in their children's learning is excellent. The school is undertaking a parental and carer audit of skills. Pre-school home visits, the website and a text messaging service are most successful. Partnerships with other local schools and extended services are good. The governing body is well informed and challenges leadership. Members are keen to get the balance of their monitoring role just right. While the school actively promotes community cohesion within the school community, evidence of its success beyond the school is only satisfactory as there are no links with contrasting schools or communities within the United Kingdom or further afield.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children have a good start and settle quickly because of the excellent relationships with parents and carers and local pre-school providers. As a result, a clear picture of each child's needs is identified. Children's welfare is paramount and parents and carers are kept very well informed about their child's progress through regular contacts. Adults work well together and have high expectations. They establish good routines that enable children to feel safe and move forward at their own pace as well as forming positive relationships. Children achieve well in all areas, especially in communication, language and literacy, calculating, and in their personal, social and emotional development. By the start of Year 1, attainment is above that expected for their age. Children's number, early writing and creative development skills progress well because of the good ongoing interaction and questioning by adults. Leaders and managers have improved the indoor and outdoor learning environment and resources are well used. Children enjoyed learning letter sounds and writing post-it labels on and around objects in the classroom and shared their knowledge of numbers when they ordered and labelled the trikes in the trike park from numbers 1 to 10. Children thoroughly enjoyed digging for worms, drawing letters in sand and looking after 'babies' in the outdoor playhouse. The balance of activities that children choose and those directed by the teacher allows them to become independent. Much of the equipment promotes learning well but some areas, particularly the role play area and book corner, are tired and dull.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 rate of response was particularly high and almost all of those returning a questionnaire expressed their appreciation of the school's work. Parents and carers were unanimous in their praise for several elements of the school's work, including how safe the school keeps pupils, the quality of care, good teaching and especially the many recent changes brought about by the new headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlwood Village 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	15	31	0	0	0	0
The school keeps my child safe	43	88	6	12	0	0	0	0
My school informs me about my child's progress	26	53	21	43	0	0	0	0
My child is making enough progress at this school	27	55	19	39	1	2	0	0
The teaching is good at this school	33	67	14	29	0	0	0	0
The school helps me to support my child's learning	30	61	18	37	0	0	0	0
The school helps my child to have a healthy lifestyle	34	69	12	24	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)	29	59	15	31	0	0	0	0
The school meets my child's particular needs	31	63	15	31	0	0	0	0
The school deals effectively with unacceptable behaviour	27	55	16	33	0	0	0	0
The school takes account of my suggestions and concerns	23	47	21	43	0	0	0	0
The school is led and managed effectively	33	67	11	22	1	2	0	0
Overall, I am happy with my child's experience at this school	36	73	11	22	0	0	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 October 2010

Dear Children

**Inspection of Charlwood Village Infant School, Horley, RH6 ODA**

I am writing to thank you for making us so welcome when we came to your school. Yours is a good school with many strengths, and we agree with what you told us ♦ 'It really is a happy school.' Here are some of the things that we judged as good.

- The school looks after you very well and all the adults in the school make sure that you are happy and safe at school.
- You achieve well by the time you leave school.
- You have an excellent understanding of how to stay safe and healthy.
- The headteacher and staff manage the school well and have made lots of improvements recently and you told us how much you like all the changes.
- Your behaviour is excellent! Well done! You enjoy taking responsibility.
- Teaching is good and teachers really help you to enjoy learning.
- The school works really hard with your parents to help you do your best.

Even in good schools, some things can be made better. We have asked the teachers to make sure that:

- While your teachers have introduced changes which are helping you to improve your work, especially in writing, we have asked them to check that the boys and those of you who find writing easy are helped to do your very best.
- The school helps you have a better understanding about the lives of others from different backgrounds and cultures in the United Kingdom and further afield, first hand by linking with different schools.

You can help too by continuing to work hard and by checking your writing and listening to any comments and advice teachers give you about your writing.

Yours sincerely

Sheila Browning

Lead inspector

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