

Folly Hill Infant School

Inspection report

Unique Reference Number	125048
Local Authority	Surrey
Inspection number	359828
Inspection dates	17–18 November 2010
Reporting inspector	Christopher Grove

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Sally Walker
Headteacher	Christine Green
Date of previous school inspection	1 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons taught by five teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 75 parents and carers and those completed by 18 staff.

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

- Children's academic progress and personal development in the Early Years Foundation Stage.
- The quality of the different personal outcomes for pupils.
- How effectively the school's leadership is embedding ambition and driving improvement.

Information about the school

Folly Hill Infant School is much smaller than average. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is well below average. The breakfast club, which is managed by the governing body, was also included in this inspection. The school has achieved a large range of national accreditations including the Artsmark (Silver), International Schools and Eco Schools (Green Flag) awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

Folly Hill Infant is an outstanding school. As a result of her highly committed approach to leadership, the headteacher has created an excellent team spirit among all the teaching and support staff, with outstanding support from the senior teachers. Every member of staff who completed the questionnaire agreed that they were proud of the school. One judged that it was the best school she had ever worked in because it 'has a strong sense of community, and is extremely well led. The well-being of the children and staff is a priority. A wonderful place to learn for children and staff'.

Parents and carers, too, recognise the school's very positive ethos. All those who returned a questionnaire agreed that they are happy with their child's experience and that their children enjoy school. One delighted parent rightly judged that it is 'a rare gem of a school' and another thought that 'the children benefit from excellent leadership, and committed and enthusiastic teaching and support staff'. A third family wrote that they 'had always thought the school was really good, but can honestly say that it just keeps getting better and better'.

Outstanding care, guidance and support are a major factor contributing to the school's inclusive atmosphere. As a consequence, the pupils' personal outcomes are always good and often excellent. The relationships between staff and pupils are close, warm and trusting. Pupils feel completely safe when they are at school. Their adoption of healthy lifestyles is outstanding. Pupils' high attainment and their high rates of attendance mean that they are exceptionally well prepared for the next stage of their education.

Achievement is outstanding. Pupils' attainment in reading, writing and mathematics is consistently significantly above average by the end of Year 2, from levels that are broadly similar to those expected for the age group at the start of the Early Years Foundation Stage. Pupils' excellent progress results from outstanding teaching and learning. The imaginative curriculum offers a broad span of worthwhile experiences, with excellent enhancement from themed days and weeks and a large range of visits and visitors. However, the quality of outdoor learning in the Early Years Foundation Stage does not yet match the high quality indoor provision. This means that the range of activities outdoors does not offer children, especially boys, the same inspirational opportunities to practise all aspect of their learning, including their early literacy skills.

School leaders offer outstanding ambition and drive to improve the school, and have created a very secure climate for learning. The governing body works extremely well as a team and makes an exceptional contribution to the development of the school through their involvement in all that it does. The school's engagement with parents is extremely well developed and all aspects of safeguarding are outstanding. The promotion of community cohesion at all levels is extremely well developed.

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The headteacher, with other school leaders and members of the governing body, is assiduous in carrying out monitoring activities to check the quality of pupils' outcomes and the school's provision. The use of data and tracking information about pupils' attainment and progress is very good. Improvement planning is highly detailed and sets exacting expectations for future development. Excellent progress has been made on the issues for improvement from the last inspection. For instance, the targets set for more-able pupils are very challenging, and the monitoring roles of subject leaders now have a strong impact on teaching and learning. Given the school's track record of sustaining outstanding outcomes for all groups of pupils, and the high quality of teaching and of the curriculum, the school has an outstanding capacity to sustain further improvement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage,
 - make better use of the outside space so that children, especially boys, are provided with challenging activities that support all aspects of learning including their early reading and writing skills.

Outcomes for individuals and groups of pupils

1

Pupils' attainment on entry to Year 1 is above average. Attainment by the end of Year 2 is high. The proportion of pupils who attained the higher Level 3 in reading and mathematics in 2010 was significantly above average, and nearly three times as many pupils attained that standard in writing as did pupils nationally. As a consequence, achievement is outstanding. In a very effective lesson in writing, pupils in Year 2 made extremely good progress in recording a familiar story, successfully including a new idea, in part because of the teacher's excellent explanations. High expectations were set and were fully met because the pupils understood the criteria for success before they started work. In an outstanding lesson in Year 1, pupils made excellent progress in their understanding of how two halves have the same size because the teacher used her strong rapport with the class to arouse their interest by using visual aids and encouraging pupils to use imaginative approaches to recording their understanding. Pupils who have special educational needs and/or disabilities make the same excellent progress as other pupils because teachers and assistants offer them outstanding support and guidance.

Pupils greatly enjoy school, as every parent and carer who took part in the survey readily agreed. Pupils are confident about adults' care for them, and feel entirely free from bullying. This is corroborated by the school's own surveys and the views of parents and carers. They all agreed that the school keeps their child safe. As one delighted parent wrote, 'The children feel happy and safe while feeling supported enough to have a go at everything.' Pupils are well behaved around the school and in the playground. In class and in assemblies, their attentiveness is good overall. Teachers and assistants manage any minor inattention well. Pupils' spiritual, moral, social and cultural development is also good. Although their social and cultural development is particularly good, there are fewer opportunities for pupils' spiritual growth.

Pupils speak confidently about how to practise healthy living, including eating a balanced diet, as a result of growing and cooking their own food. Pupils who attend the well-organised breakfast club benefit from the healthy eating options. Physical education

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lessons are supplemented by daily 'Wake and Shake' sessions, regular opportunities for swimming, and the good range of extra-curricular physical activities. The school's awards, including the designation as an Eco School, attest to pupils' commitment to outstandingly healthy lifestyles and to sustainability.

Pupils make a range of good contributions within the school. They act as playground pals, assistant caretakers, lunchtime helpers and members of the Green Council. In addition, all pupils gain experience as school councillors. However, because they hold this role for only a short period of time they do not necessarily develop a full understanding of their function or recognise their impact on the school. Attendance is high and is further confirmation of pupils' enjoyment of learning and school. This factor, taken together with pupils' extremely well-developed skills in literacy and numeracy and excellent understanding of environmental issues, leads to their outstanding preparation for future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
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 high quality of teaching leads to pupils' exceptional progress. Lessons are very well planned, with clear learning objectives and criteria for successful work that are shared with pupils. Learning tasks are particularly well matched to pupils' prior attainment. For instance, in a numeracy lesson in Year 1, a group of girls who lacked confidence in using mathematics were encouraged to collaborate to find solutions to the set task. The strong

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emphasis on collaborative learning is well supported by the dialogue between pupils when they work as 'talk partners'. In outstanding lessons, the high expectations of pupils, the rapid pace to learning and challenging tasks ensure excellent progress. Teaching assistants are well deployed, not only to support particular groups of pupils but also sometimes to observe and record their learning during whole-class sessions. Teachers are skilled at assessing pupils' understanding through their well-targeted questions. The use of target setting contributes very well to the development of pupils' writing.

The curriculum has a strong focus on basic skills, and on pupils' personal development, for instance through lessons in personal, social and health education and circle time. This makes learning interesting and relevant for pupils, and promotes their emotional growth extremely well. One parent showed good insight in judging that 'the curriculum is enriched in all sorts of creative ways, from the provision of dance workshops and visiting artists to international partnerships'. Pupils have excellent opportunities for work in art, drama and music which develops their skills, talents and personal interests. The Artsmark (Silver) award is testimony to this. The school grounds have been transformed in recent years to encourage outdoor learning, for example, to support work in art or to act as a stimulus for writing. The development of a global perspective for pupils has been very effectively supported by the work in gaining the International award and their involvement in the Comenius project. A variety of special events such as Food Awareness Week, 'wow' days, which focus on science and design and technology, and a well developed programme of visits and visitors complement the curriculum exceptionally well. The broad range of extra-curricular clubs range from physical activities, including sports, through to gardening and the arts. This adds very much to the pupils' enjoyment of school.

The school's arrangements to care, guide and support, and especially for any who are at risk, are exceptionally thorough. The headteacher, in particular, works highly effectively with external agencies to support pupils whose circumstances may make them vulnerable. Well-developed links and close liaison with other schools lead to excellent transfer arrangements to neighbouring schools. Very good links with pre-school settings smooth children's induction into school. The school's promotion of high attendance is outstanding. The well-organised breakfast club provides a very good start to the day for those who attend it.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and the senior team give the school an outstanding sense of purpose and direction. The use of challenging targets is excellent, and together with the ambitious

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school development planning, represents a significant element in the drive for further improvement. The members of the governing body have an excellent understanding of the school's many strengths, and in addition to their close involvement they act as highly effective critical friends. They are exceptionally active in contributing to the strategic direction of the school.

Parents and carers appreciate the school's very good communication with them, and the responsiveness of staff. One family wrote, 'We feel part of our child's learning experience a true partnership between parents and school.' A wide range of other partnerships provides excellent support for initiatives to develop the curriculum and to promote the well-being of pupils, especially those who may be vulnerable. Members of staff are very active participants in the Weyside Confederation of schools, which also supports their continuing professional development through its specialist groups. The strong commitment of the leadership to the promotion of equal opportunities and tackling discrimination leads to the school's highly inclusive ethos and the full participation of any pupils who may be vulnerable. The school is keenly aware of any underperformance by pupils, and takes very effective steps to reduce this.

Safeguarding arrangements are rigorously undertaken, and where necessary, there is excellent collaboration with outside agencies. The child protection, e-safety, and health, safety and welfare policies safeguard pupils extremely well. The school has very carefully assessed its provision to promote community cohesion, which is excellent, and has a very well-developed policy and strategy. The school is exceptionally good at fostering pupils' sense of being citizens of the United Kingdom. At the international level, the school has been extremely active in developing links with schools in Sweden and Austria, particularly in a project to develop reading comprehension skills.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

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Early Years Foundation Stage

Children enjoy a good relationship with their teacher and quickly settle to school life. One family commented that they were 'very impressed and reassured by the school's efforts to welcome and settle the new children in'. Children are mostly articulate and confident, although this is not consistently reflected in good attentiveness and concentration on some tasks. In some respects, independence is encouraged in children, for example, in the expectation that they will place their water bottles appropriately on arrival in the morning. However, there are also some missed opportunities to create greater independence, for instance through self-registration. Children enjoy talking about stories, such as 'The Jolly Postman', and make good contributions to the discussion. They make good progress in all aspects of their learning, including their skills in speaking and listening, to reach above average attainment by the end of their Reception Year. However, the school is aware that some boys make slower progress than other children in their early reading and writing skills. Through taking part in the daily 'Wake and Shake' sessions, children learn to practise a healthy lifestyle.

Good achievement is the result of the good teaching, which supports children's learning well. A warm and welcoming atmosphere has been developed so that children feel entirely secure. The start of the day is calm and very positive. Planning for all aspects of children's learning is of good quality, and is responsive to their ideas. For instance, setting up the fire station has been planned in the light of boys' interests. In the indoor area, there is a good range of well-resourced activities in which children can choose to be involved. These support the development of their language skills well. Movement between the indoor and outdoor spaces encourages the growth of children's independence. Children learn happily in the outdoor area but this aspect of provision is not yet as well developed as the indoor environment. The range of activities and organisation of space do not yet offer children the same inspirational opportunities to practise and develop their skills and explore independently, especially for boys. Teaching assistants play a positive role in lessons, for instance when children engage in 'talk partner' work with others, but there are not enough opportunities for them to engage with children in activities in the outside area.

The leadership of the Early Years Foundation Stage is good. Parents are effectively involved in their children's learning, for example in handwriting practise at the beginning of the day. The leader undertakes home visits. Parents welcome this, and the opportunity for children to experience lunchtime in the hall before they first join the school, which smoothes induction. There is evidence of successful impact of initiatives to improve outcomes and the school's provision. This demonstrates that the leader has an accurate view of the strengths of the setting and of the areas for improvement. Information from tracking data is also effectively analysed, and other school leaders are closely involved in monitoring activities, which reflects the culture of the school well.

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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

There was a high rate of return of completed questionnaires. All parents and carers agreed that the school is well led and managed, and most strongly agreed. All also feel that the school keeps their child safe, and promotes a healthy lifestyle. Nearly all feel well informed about their children's progress, and think they are making enough progress. Almost all parents and carers believe that the quality of teaching is good and the school deals effectively with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Folly Hill 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	76	18	24	0	0	0	0
The school keeps my child safe	63	84	11	15	0	0	0	0
My school informs me about my child's progress	49	65	24	32	1	1	0	0
My child is making enough progress at this school	50	67	23	31	0	0	0	0
The teaching is good at this school	56	75	17	23	1	1	0	0
The school helps me to support my child's learning	59	79	16	21	0	0	0	0
The school helps my child to have a healthy lifestyle	62	83	13	17	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)	49	65	21	28	0	0	0	0
The school meets my child's particular needs	48	64	25	33	1	1	0	0
The school deals effectively with unacceptable behaviour	41	55	29	39	4	5	0	0
The school takes account of my suggestions and concerns	46	61	23	31	2	3	0	0
The school is led and managed effectively	62	83	13	17	0	0	0	0
Overall, I am happy with my child's experience at this school	67	89	8	11	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). 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.



19 November 2010

Dear Pupils

Inspection of Folly Hill Infant School, Farnham GU9 0DB

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We believe that you go to an outstanding school. This means that it does most things very well indeed.

- Your school is very warm and welcoming.
- All the adults take excellent care of you.
- Your understanding of healthy living is excellent and you rightly feel very safe at school.
- You happily take on responsibilities such as being playground pals or assistant caretakers.
- You enjoy school, cooperate well in lessons and behave well around the school.
- The teaching in your school is outstanding. The school has made the curriculum especially interesting for you
- Your achievement is excellent. By the end of Year 2, your attainment in reading, writing and mathematics is high.
- You take part very well in the excellent range of extra-curricular clubs.
- The headteacher and the other leaders are extremely good at their jobs and know how to improve your school.
- Nearly all your parents are very pleased with your experience at the school.

What your school needs to do now

- Make better use of the outside area to give children, especially boys, more things to do that will help their learning, including working on letters and sounds and on writing.

All of you can help, too, by continuing to work hard and continuing to come to school regularly. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead inspector

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