

Darley Dene Infant and Nursery School

Inspection report

Unique Reference Number	125034
Local Authority	Surrey
Inspection number	359822
Inspection dates	17–18 January 2011
Reporting inspector	Mike Capper

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Linda Hall
Headteacher	Helen Mair
Date of previous school inspection	26 June 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 11 lessons taught by five teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 38 questionnaires from parents and carers and 18 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils with special educational needs and/or disabilities.
- The effectiveness of teaching at providing the right level of challenge for all pupils, especially the more able.
- The rigour of leaders' self evaluation and the effectiveness of strategies to raise attainment across the school.
- Pupils' responsibility taking and the impact of the school's strategies to improve attendance.

Information about the school

Most pupils come to this smaller-than-average-sized infant school from the local community. The proportion of pupils known to be eligible for free school meals is above average. About a quarter of pupils are from minority ethnic backgrounds. A small number of these pupils are in the early stages of learning English. Children in the Early Years Foundation Stage are taught in a Nursery which has morning and afternoon sessions and in a Reception class.

The proportion of pupils identified as having special educational needs and/or disabilities is high. The school includes a Special Educational Needs Cluster Unit for 12 pupils from across the county. These pupils all have a statement of special educational needs for a range of complex needs including speech, language and communication difficulties. Outside the unit, most pupils with special educational needs and/or disabilities have moderate learning difficulties.

The school has several awards, including Healthy School accreditation and an International School award.

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

Parents, carers and pupils are rightly proud of this good school. One parent summed up some of its key strengths when writing, 'Children are treated as individuals and blossom in their time at Darley Dene.'

Pupils' achievement is good. Children get off to a good start in the Early Years Foundation Stage and continue to make good progress in the rest of the school. Teaching and learning are good most of the time and pupils' attainment rises to broadly average levels by the end of Year 2. Teachers support learning well and make work interesting and purposeful. Where teaching is still satisfactory, which is the case in a small minority of lessons, it is because work does not provide the right levels of challenge for the differing levels of ability within a class, especially the more able.

Pupils in the Special Educational Needs Cluster Unit make good progress. They are very happy at school because they are very well cared for and supported. The learning of these pupils is measured very carefully and this then feeds well into individual programmes which very effectively respond to differing needs.

Pupils are a credit to the school. They behave well and very enthusiastically take on responsibilities. This helps them to make a good contribution to the community through, for example, the activities of the school council. Pupils thoroughly enjoy school and rates of attendance are improving steadily. The school is working vigorously with outside agencies to ensure that all parents recognise the value of ensuring that their children do not miss school needlessly. However, some parents still persist in not ensuring their children attend regularly.

The school gives safety and care a high priority and pupils say that worries or concerns are always tackled quickly. The curriculum is enhanced by a good number of clubs and visits that contribute significantly to pupils' personal development. Creativity through music and art is strongly encouraged but in Key Stage 1 too little time is allowed for the teaching of subjects other than English or mathematics, meaning that the curriculum lacks balance. The well-deserved Healthy School award is reflected in the pupils' good understanding of the need to keep fit and eat a balanced diet.

Senior leaders are strongly committed to giving the pupils the best possible start to their education and their strong drive for improvement is shared by all. Leaders know what needs improving because there are thorough systems for checking school effectiveness. Adults have worked well as a team to tackle the dip in attainment that emerged shortly after the last inspection. Projects that have focused on improving pupils' reading and writing and their knowledge of mathematical vocabulary are having a positive effect and demonstrate the school's good capacity for improvement.

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What does the school need to do to improve further?

- Improve the breadth and balance of the curriculum in Key Stage 1 by ensuring that more time is allowed for the teaching of subjects other than English and mathematics.
- Move remaining satisfactory teaching to good by ensuring that work always provides the right level of challenge for all pupils, especially the more able.

Outcomes for individuals and groups of pupils

2

When they start school in the Nursery, most children are working well below the levels expected for their age. Pupils' good behaviour and their enthusiasm in lessons contribute well to their good achievement from these low starting points. In lessons, pupils work hard and are keen to do their best. They learn well most of the time and develop good confidence, ensuring that they are well prepared for the next stage of their education.

In a good literacy lesson, pupils made rapid progress as they became engrossed in writing about a 'magic key'. They were clear about what they were learning and sensibly reviewed their work with each other to see how it could be improved. In a good numeracy lesson, all pupils, including some from the Cluster Unit, improved their counting skills as they joined in with number rhymes and then used an interesting range of resources to solve simple addition problems. In the small number of lessons where progress in lessons is satisfactory, the pace of learning is slower because work does not provide enough challenge; for example, more able pupils made slow progress in a literacy lesson where they were simply writing instructions about an imaginary game because they were not encouraged to work quickly and their skills were not extended enough.

Pupils with special educational needs and/or disabilities, including those in the Cluster Unit, learn quickly. They are keen to learn and they make good progress in improving basic skills. Pupils in the early stages of learning English make the same progress as others in lessons; the recent strong focus on developing speaking and listening skills has a particularly positive effect on their learning.

Pupils become responsible young citizens. They develop a strong sense of right and show good concern for the needs of others. Pupils are very supportive of each other, with pupils from the Cluster Unit and the rest of the school playing together happily at break times. Activities such as a recent 'International Flag Week' help pupils to develop a good sense of their place in the world and a good awareness of different cultures. The school's good work in this area is reflected in its International School award.

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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	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils' attendance ¹	3
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?

Pupils are well cared for and members of staff work hard to ensure that school is a safe and happy place to be. The school works closely with outside agencies, especially in the Cluster Unit, to seek additional support where it is needed. A current focus on improving attendance is beginning to show benefits, and most parents are supporting these efforts well.

Throughout the school, including in the Cluster Unit, teachers plan and prepare thoroughly for lessons. Skilled teaching assistants make a good contribution to learning, especially in the Cluster Unit and when taking small groups to teach letter sounds. There is a good pace to learning in most lessons and teachers very imaginatively bring subjects alive. For example, in a literacy lesson, pupils were well engaged because they were writing rules for 'moon football'. Teachers have good systems for assessing pupils' learning. This information is used well to plan the next stages in learning most of the time, although there are still occasions when work is not pitched at the right level for groups of differing abilities, especially the more able. Marking and the setting of targets give pupils good guidance about how they can improve their work, particularly in English.

The curriculum is strongly focused on developing basic skills in literacy and numeracy. This is helping to improve attainment but means that not enough time is provided for the teaching of other subjects. Teachers are beginning to link subjects together, but a lack of

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time results in there being some missed opportunities for pupils to practise and improve basic skills by using them across the curriculum.

A wide range of enrichment activities, including clubs and visits, give pupils opportunities to try out new skills, including golf and tennis. Good partnerships with other schools and groups enrich the curriculum in subjects such as music and physical education.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders are strongly committed to school improvement and they have responded well to the dip in attainment at the end of Year 2. The governing body provides good challenge and support. The drive for improvement and the ambitions of senior leaders are shared by staff and governors, all of whom are fully involved in planning for the next stage of development. The management of teaching and learning is good and there is a good understanding of remaining priorities. There is good monitoring of provision in the Cluster Unit and in English and mathematics but it is not frequent enough in other subjects to ensure that weaknesses are always identified quickly.

The school promotes equality and tackles discrimination successfully. Senior leaders analyse data carefully to check the progress of different groups. There is no discrimination because pupils learn to respect and understand different beliefs. This helps the school to make a good contribution to community cohesion. Leaders are very responsive to local needs and work very closely with parents and in partnership with others. Pupils develop a good understanding of life in other parts of the world through links with a school in Uganda. Leaders are now working to link with a school in a different part of the United Kingdom to strengthen provision in this area even further. The school has good safeguarding procedures. Leaders do all they can to ensure that pupils and adults are able to work in a safe and secure environment.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are taught well in both the Reception and Nursery classes and they make good progress in all areas of learning. Although attainment is below average by the end of the Reception Year, it is rising as a result of a well-structured and successful recent focus on improving early literacy skills. Children benefit from access to a rich and stimulating curriculum that gives children good opportunities to work both indoors and outdoors. Teaching takes good account of differing needs, although just occasionally when children are being taught as a large group the work is not pitched at the right level for all. There is a good focus on supporting children in the early stages of learning English, helping them to make good progress.

In both the Nursery and Reception classes, adults plan exciting activities and topics are linked together well so that learning is made purposeful. For example, in the Nursery, children learnt about shapes, explored taste and developed cutting skills as they worked with an adult to make jam sandwiches. In the Reception class, an imaginative approach to teaching letter sounds with children taught in very small groups is helping to improve skills. Children are successfully encouraged to explore their own ideas, but occasionally adults miss opportunities to move learning on even more quickly.

Leaders monitor progress closely and set children clear targets for improvement. They have a good knowledge of strengths and weaknesses and through activities such as circle time are doing the right things to improve children's emotional development following the dip in attainment in this area of learning last year.

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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

Nearly all parents and carers who returned the Ofsted questionnaire are very pleased with the work of the school. Positive comments included, 'My son really enjoys going to school and loves his time there' and, 'The staff put so much effort into everything.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Darley Dene Infant School and Nursery 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	76	8	21	0	0	0	0
The school keeps my child safe	32	84	5	13	0	0	0	0
My school informs me about my child's progress	27	71	7	18	1	3	2	5
My child is making enough progress at this school	24	63	11	29	1	3	0	0
The teaching is good at this school	28	74	8	2	10	0	0	0
The school helps me to support my child's learning	27	71	9	24	1	3	0	0
The school helps my child to have a healthy lifestyle	27	71	8	21	2	5	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)	25	66	4	11	4	11	0	0
The school meets my child's particular needs	23	61	12	32	0	0	0	0
The school deals effectively with unacceptable behaviour	27	71	7	18	1	3	0	0
The school takes account of my suggestions and concerns	24	63	8	21	3	8	1	3
The school is led and managed effectively	24	63	10	26	3	8	0	0
Overall, I am happy with my child's experience at this school	26	68	9	24	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 January 2011

Dear Children,

Inspection of Darley Dene Infant and Nursery School, Addlestone KT15 2NP

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. We agree with you that your school is good and that you learn new things quickly.

These are some of the things we found out about your school.

- Children in the Nursery and Reception classes settle very quickly and make good progress. There are exciting things to do and you are very helpful to each other.
- In Years 1 and 2, you are taught well most of the time and this helps you to make good progress.
- In Owl class you all work hard and quickly learn lots of new things.
- You really enjoy school and you work hard in lessons because adults make learning fun.
- You are very kind to each other and it is great that you all play together so happily. You have a good understanding of how to stay safe and keenly take responsibility.
- All of the adults in the school are very kind and they look after you well. They give you good help when you are struggling with your work.
- The school is well led and managed and all the adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

These points are what we have asked your school to do next.

- Make sure that all teachers always plan work that is not too hard or too easy for you so that you can learn even faster.
- Give more time for subjects other than English and mathematics to be taught.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to work hard and keeping your enthusiasm for learning. ♦

Yours sincerely,

Mike Capper ♦

Lead Inspector

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