

Grayshott Church of England Controlled Primary School

Inspection report

Unique Reference Number	116290
Local Authority	Hampshire
Inspection number	357932
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	Andrew Saunders

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	John Dunk
Headteacher	Lynda Frith
Date of previous school inspection	6 May 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons delivered by nine teachers. They met with senior leaders, groups of pupils, staff and governors and spoke to a number of parents. Formal meetings with staff were disrupted by snow; some staff took up the offer to respond in writing to specific queries. Inspectors looked at pupils' work, the school's tracking of pupils' progress, teachers' lesson plans, school policies and procedures, records for the monitoring of teaching and learning by school leaders, school development plans, minutes from meetings and questionnaires received from 131 parents and carers, as well as responses from staff and pupils.

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

- The most recent results of national tests and teacher assessments, and what they indicate about the attainment of pupils at Key Stage 2, and whether girls achieve as well as they should, particularly in writing.
- The extent to which teaching is effective in bringing about improvements in achievement and teachers' use of assessments of how pupils are doing.
- The effectiveness of leaders at all levels in bringing about sustained improvements in teaching and strategies to overcome barriers to learning.

Information about the school

Grayshott C of E Primary School is smaller than average. The percentage of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds; there are a very few from Traveller backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. These pupils include those with: moderate learning difficulties; behaviour, emotional and social difficulties; speech and language difficulties; and autistic spectrum disorder. The Early Years Foundation Stage comprises a single Reception class. The school runs an early morning club to care for pupils who arrive early. The school has the Healthy School award and has achieved the Arts Mark. At the time of the inspection, there was an executive headteacher for three days a week and the deputy headteacher was acting headteacher at other times; a new headteacher has been appointed for January 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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The executive headteacher and acting headteacher have brought about improvements to teaching and implemented strategies, for example, to improve mathematics, an issue identified by the school. As a result, attainment at the end of Key Stage 2 has recovered from a dip in recent years and is broadly average. However, these improvements are not yet fully embedded across the school and the attainment of pupils is not as high as it was prior to 2008. The rate of progress is good in the Early Years Foundation Stage and Key Stage 1, but progress slows during Key Stage 2 although it is satisfactory overall. There has been a recent drive to improve writing for all pupils but it is too early to see the full impact, although in lessons girls are now performing similarly to boys in their writing.

Teaching is satisfactory and teachers are beginning to share good practice, such as giving pupils opportunity to reflect on what they have learnt. These strategies are not yet consistently implemented across the school. Some lessons rely too heavily on the teacher's input, and the delivery does not match the great enthusiasm seen in the best lessons. Where expectations are high and pupils who are more able have enough opportunities to work independently, progress is good. Where these factors are less evident, this constrains pupils' progress, particularly in Key Stage 2. Leaders are aware of this and they are working to bring about further, sustained improvements through the incisive use of data to provide accurate support where it is needed. Together with improvements already brought about in teaching and increasingly accurate self-evaluation, the school has clearly demonstrated a satisfactory capacity for sustained improvement.

Teachers know the pupils as individuals and care a great deal about their welfare and personal development. As a result of the good care provided by adults and the safeguarding arrangements in the school, pupils feel particularly safe and nurtured. As a pupil said, 'If you are worried about something, you can talk to a teacher and they will sort it out; they helped me sort things out.' Pupils are proud to be part of their community and said that they enjoy school; parents agreed. A few pupils said that work is too easy at times. Teachers provide encouraging comments through marking of work and in the best examples give indications of what pupils need to do next to improve. However, pupils do not always get opportunities to do something about these points. Pupils who face difficulties in their lives are well supported and helped to overcome barriers to learning because the school has developed good partnerships with other professionals such as the behaviour support team. Pupils with special educational needs and/or disabilities receive appropriate support addressing their particular needs. Record keeping and analysis of the impact of these interventions are improving. As a result, these pupils make at least satisfactory progress and some make better progress when the support they receive is closely tailored to their needs. The school works hard to ensure attendance is above average and this is rising further. The early morning club provides interesting activities for

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pupils who need to be dropped off early, and they enjoy attending. Parents and carers gave a strong indication of their positive views of the school and its work in helping their children. A parent echoed the positive views of many, writing, 'My child's self-esteem, enthusiasm and confidence in learning have gone from 0 to 100!' Others mentioned the great care and support their children receive from staff, particularly where pupils have special educational needs and/or disabilities.

What does the school need to do to improve further?

- Increase the rate of progress for pupils in Key Stage 2 by June 2011, by:
 - providing more challenging tasks for all pupils
 - increasing opportunities for more-able pupils to work independently.
- Raise the proportion of good or better teaching by:
 - ensuring strategies identified in the best lessons are implemented consistently across the school
 - developing greater variety of teaching styles, delivered with enthusiasm.
- Ensure pupils know how to reach the next level of their learning by giving them more opportunities to respond to teachers' marking.

Outcomes for individuals and groups of pupils**3**

Pupils are proud to be part of their school and particularly enjoy it when lessons are interesting and presented with enthusiasm. During the Early Years Foundation Stage children make good progress and develop their skills as independent learners. They begin Year 1 with broadly average skills and knowledge, although skills in writing are weaker than other areas. Inspectors found that children were confident and enjoyed using the wide range of resources available. Observations of lessons in Key Stage 1 show that they continue to enjoy learning because of the interesting work they are given to do. Teacher assessments and inspectors' observations during the inspection show that they attain standards that are above average by the end of Year 2 although this has yet to affect attainment at the end of Key Stage 2. In Key Stage 2, progress seen in lessons and pupils' exercise books demonstrates that with average attainment, their achievement is satisfactory. In all lessons observed during the inspection, pupils made at least satisfactory progress; better progress occurred where teaching made good use of the strategies introduced, such as providing pupils with work that closely matches their needs. A few teachers are now adept at adjusting the tasks once pupils are secure with what they are doing. For example, in Year 6 more-able pupils enjoyed getting on with difficult calculations while others were given more detailed instructions. On occasions, inspectors found that pupils waste time doing things they can already do confidently, and this holds them back from faster progress. Pupils from a Traveller heritage make similar, satisfactory progress to their peers.

Pupils get along amicably. The playground buddies help to resolve conflicts and Year 6 lunchtime leaders develop games for younger pupils, which generate good relationships. Behaviour is good; pupils help to set classroom rules and almost all keep within these expectations. They enjoy taking part in the many activities available, and run some clubs themselves, where they are particularly enthusiastic. The sports clubs are popular and

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these, along with the physical education programme and determination of the pupils to be healthy, contributed towards the school achieving the Healthy Schools award. They have a good understanding of how to stay safe when using the internet. They particularly like the opportunities to produce and explore a wide range of art forms, which helped the school gain the Arts Mark. The school has a strong connection with the local church and provides good opportunities to reflect on spiritual, moral, social and cultural issues. Pupils respond very well to these and the cultures of those in the school are respected and celebrated. Pupils demonstrate good tolerance and understanding of each other's different skills and beliefs although their understanding of the beliefs and lifestyles of those from different backgrounds is not as well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
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?

Pupils develop great confidence because their welfare is given a high priority by all staff and sensitive support is readily available when they need it. Those who face particularly difficult challenges in their lives are supported through links with appropriate partners who can help these pupils further, for example by providing speech and language therapy. Strategies for managing behaviour are consistently applied; the very few pupils who find it more difficult to keep within the high expectations of the school are well supported to help them become positive members of the community.

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Teachers are working to develop their skills, such as using good questioning, to improve the quality of learning. Marking of work provides encouraging comments about what pupils have done well, and what they should be aiming to do next. In the best examples, pupils respond to the actions set for them, but this is not yet consistent across the school. Teachers do not always expect enough of the pupils, particularly of those who are more able and, at times, they provide too much input instead of giving pupils the opportunity to be more independent. Where targets are well used, they help pupils to know what they need to do next in their learning. This is informed by the systems for keeping track of how well pupils are doing, which are now well established.

There has been some work on developing a topic-based approach to the curriculum and pupils in Year 2 particularly enjoyed the chance to explore the scientific properties of fresh snow. Opportunities to use drama to explore learning are a strong feature and are highly regarded by pupils, although interaction like this is constrained by the size of some classrooms. Pupils also appreciate the opportunities to experience a wider curriculum, through music, the choir, visits and visitors. For example, Year 5 pupils enjoyed developing ideas with a sculptor, to provide a local focus when the Hindhead tunnel is completed. Further examples like this help them to make a good contribution to their local community. However, the curriculum is not sufficiently adapted to provide enough difficult and challenging work to develop the thinking skills and independence of pupils who are more able.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

During the changeover of headteachers, the executive headteacher, assisted by the acting headteacher, has ensured that the focus has remained on improving teaching and therefore raising attainment for pupils. This shows in the increased rigour of monitoring teaching and learning, leading to well-thought-through actions for improvement for teachers to address, such as to provide work more closely matched to pupils' needs. Middle managers have also been supported to identify key improvements and enabled to bring about the changes required to ensure these happen, by monitoring work and planning. As a result, attainment in mathematics has improved and strategies to tackle weaknesses in writing have been introduced recently. Leaders at all levels contribute to the self-evaluation of the school and are helping to ensure that good features of teaching, such as the use of peer feedback between pupils, are becoming more common. Leaders have also analysed the data about pupils' performance and reflected on how well particular groups of pupils are doing, such as those from a Traveller heritage, girls, and those with special educational needs; this leads to further support for those who need it.

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Leaders and managers ensure that there is no discrimination among the various groups of pupils. Any incidents, such as concerns over bullying, are dealt with quickly. As a result, pupils from different backgrounds get along well. Pupils have had some opportunities to experience aspects of other cultures, including links with pupils from a school in Zambia. Their understanding of the lifestyles and beliefs of others within a multicultural United Kingdom is less well developed. ♦

The effectiveness of the governing body is satisfactory. They are particularly well informed and trained about safeguarding and ensure that good procedures and policies are carefully considered; these fully met government requirements at the time of the inspection. They have been supportive during the change of leadership and they help to reinforce considerable links with the local community. Their understanding of the data is developing and they put this into context through a programme of observations of the work of the school. As this develops they are increasing the level of challenge they provide the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Reception class with skills and knowledge that are often at higher-than-expected levels for their age, although slightly lower in aspects of communication, language and literacy. By the end of the Early Years Foundation Stage, they have made up ground so that their communication skills are also above average. Good partnership with parents and well-considered arrangements help children settle quickly into the routines and activities of the school. The staff put a great deal of effort into making the environment an interesting, fun and welcoming place both indoors and outside. Staff are well informed about the needs of the children and with increasing confidence are using the data about the progress children make to provide the next steps in children's learning. All the areas of learning are well catered for although opportunities to develop writing

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skills are not as well established as other aspects. The leadership of the Early Years Foundation Stage have recognised this and are developing new opportunities and resources to address this. The care of the staff ensures children feel safe and they quickly become active learners and develop good independence, choosing a high proportion of their own learning activities. Adults treat the children with respect and children rise to the high expectations, displaying good attitudes to learning and working well together. Well established leadership of the Early Years Foundation Stage and helpful wider support means that improvements have continued.

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 number of questionnaires received from parents and carers represented just over half of the pupils, well above the average response rate. Responses to almost all questions were particularly positive. The most negative view was whether the school deals effectively with unacceptable behaviour, although a very small minority disagreed with this statement. Where there are occasionally pupils who find it more difficult to keep within the high expectations of the school, the school works well with parents and carers and other partners to deal with this and to support these pupils so that they are able to continue learning. Pupils themselves said that they felt behaviour was almost always good and that the behaviour management systems were fair and used well. Informal views of parents and carers gathered at the start of the day reinforced the highly positive views expressed in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grayshott CE Primary 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 131 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	63	43	33	5	4	0	0
The school keeps my child safe	84	64	41	31	5	4	0	0
My school informs me about my child's progress	58	44	69	53	2	2	1	1
My child is making enough progress at this school	67	51	55	42	8	6	1	1
The teaching is good at this school	79	60	47	36	3	2	0	0
The school helps me to support my child's learning	73	56	52	40	4	3	1	1
The school helps my child to have a healthy lifestyle	68	56	52	40	4	3	1	1
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)	65	50	61	47	1	1	0	0
The school meets my child's particular needs	62	47	58	44	9	7	0	0
The school deals effectively with unacceptable behaviour	57	44	59	45	11	8	0	0
The school takes account of my suggestions and concerns	61	47	59	45	8	6	0	0
The school is led and managed effectively	65	50	60	46	1	1	0	0
Overall, I am happy with my child's experience at this school	80	61	45	34	4	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

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 December 2010



Dear Pupils



Inspection of Grayshott C of E Primary School, Hindhead GU26 6LR



Thank you for the warm welcome you gave us despite the cold snow when we visited your school. We were impressed with how well behaved you were and how sensible you were when enjoying being out in the snow. We have judged that your school gives you a satisfactory education. This means that it does some things well, but that there are a few things it needs to do better.



These are some of the things we found.

- The headteacher and the staff are working to improve the satisfactory teaching. Some lessons are already good but this needs to go even further.
- Staff help you to improve your learning by giving you targets in English and mathematics. You know these and use them to help you learn more quickly.
- Younger pupils make good progress and often do better in their assessments than other pupils their age. However, as you move through Key Stage 2 your progress is slower.
- The adults in the school care a great deal for you and make sure there is someone you can talk to if you are worried or need help. The school do lots of things to make sure they keep you safe and to help you know how to stay safe. You told us that you feel confident about this.
- Almost all of you behave well in lessons and around the school, and you help each other to remember the high expectations about behaviour in school.



These are the things we have asked the school to improve.

- Help older pupils to make faster progress, by giving them harder work to do and giving those of you who find learning easier more opportunities to work for yourselves.

- Make sure that more of the teaching is good or even better, by adapting how teachers teach and making sure that the best ideas for effective learning are used by all the teachers.
- Give you more opportunities to do what the teachers ask you to when they mark your books, so that you practise the next steps of your learning.



You should continue to enjoy being part of your school and help to make your school an even better place to learn and play together.



Yours sincerely

Andrew Saunders Lead inspector

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