

Godstone Village School

Inspection report

Unique Reference Number	125021
Local Authority	Surrey
Inspection number	359818
Inspection dates	13–14 January 2011
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Nicky Gascoigne
Headteacher	Marcia Goodwin
Date of previous school inspection	6 December 2007
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Introduction

This inspection was carried out by three additional inspectors, who saw nine teachers in 14 lessons. Meetings were held with staff, representatives of the governing body, the School Improvement Partner and pupils. Inspectors observed the school's work, and looked at documentation about pupils' progress, school development planning and evidence of self-evaluation. They considered 107 questionnaires returned by parents and carers and 100 pupil questionnaires.

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

- Whether teaching is challenging enough to rapidly improve achievement for all groups of pupils.
- The urgency with which leaders are dealing with areas of underachievement.
- The quality of planning in the Early Years Foundation Stage. ♦

Information about the school

This is an average-sized school and pupils are almost entirely from White British backgrounds. The school has several pupils from Traveller families. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils' needs include moderate learning difficulties; behavioural, emotional and social difficulties; speech, language and communication needs; and very small numbers with visual impairment, physical disabilities or severe learning difficulties. The school has Healthy Schools Status. Children in the Early Years Foundation Stage are taught in separate Nursery and Reception classes. The school manages and runs a before- and after-school club. There has been a significant turnover amongst staff and the governing body since the last inspection.

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

2

Main findings

Godstone Village is a satisfactory school. It is an improving school and most parents and carers feel that it provides a satisfactory standard of education. One wrote that their children are 'very happy, settled, motivated and successful,' and another: 'I feel very well informed and there are lots of opportunities to share in children's learning.'

Attainment is broadly average, and has risen since the latest end of Key Stage 2 assessments. Pupils' achievement is satisfactory and has improved significantly. Weaknesses in writing and mathematics have been addressed. Past underachievement amongst particular groups of pupils has been dealt with successfully. The progress made by all pupils, including the most able, those with special educational needs and/or disabilities, and those from Traveller backgrounds is satisfactory. However, there is still too much inaccurate spelling and punctuation in pupils' writing, and although numeracy skills have improved, pupils' mathematical problem solving skills are not well enough established. ♦

Teaching is satisfactory. It is improving and is contributing increasingly to rising standards and faster progress. Some teaching is outstanding. Assessment has improved significantly and gives an accurate picture of how well pupils are performing. However, this information is not always used well enough to match work to pupils' needs, and marking does not always tell pupils enough about how to improve their work and what are the next steps in learning. Nevertheless, in most lessons, the most able pupils are challenged and the least able are well supported and guided in their work. The curriculum provides a wide range of activities to engage pupils in learning and is enriched by a well-planned programme of visits and visitors. Writing activities in all subjects have recently been introduced and are having a positive impact on helping pupils' writing skills to improve.

Pupils enjoy school. Despite the concerns of some parents and carers, the school has established very effective strategies to deal with unacceptable behaviour. As a result, pupils behave well and now think that behaviour is generally good. Pupils have an excellent understanding of the importance of healthy diet and exercise, feel extremely safe and report that incidents of bullying have dramatically decreased. Their attitudes to staying safe are extremely mature and thoughtful and they have contributed effectively to planning improvements to the school's anti-bullying policy. Attendance is good and improving. Pupils take on responsibilities readily and are considerate to those less well off than themselves.

The quality of care, guidance and support is excellent. The school makes use of a very wide range of external services to support its work with pupils and families.

Leadership and management are good and the school is led effectively by the headteacher. At all levels, leaders and managers have a good understanding of what the

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school needs to do to improve. Their urgent efforts to drive improvements in progress and standards are successful. New staff are supported well. The governing body holds the school to account whilst actively supporting it and contributing effectively to planning for further improvement. Communications with parents and carers have improved considerably recently. Provision in the Early Years Foundation stage is now good, with well-planned work that results in children's improved progress. The school's capacity for continuing improvement is good.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise levels of attainment so they are above average by July 2012, by improving pupils'
 - spelling and punctuation
 - problem solving skills in mathematics.
- Improve the quality of teaching so that by July 2012, the majority of lessons are good or better, by ensuring that
 - assessment information is used consistently to plan challenging work
 - marking always indicates how pupils should improve their work and what the next steps in their learning should be.

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

Pupils start school with skills and understanding that are broadly at the levels expected nationally for their age. Improvements in pupils' use of the language of mathematics and in calculating accurately are having a marked impact on attainment. For example, in a mathematics lesson involving an investigation into the possible number of combinations of flavours and scoops of ice cream, pupils of all abilities gained a very good understanding of how to produce mathematical formulae. However, efforts to improve problem solving skills are at an early stage of implementation, so pupils' attainment in this aspect of mathematics is limited. In English, pupils' writing skills have improved, with an increase in the range of writing styles, and confidence in writing at length. For example, during the inspection, pupils imagined themselves as various historical characters and wrote about their experiences using a wide range of vocabulary. Nonetheless, too much inaccurate spelling and punctuation still holds back attainment. Pupils make good progress in Key Stage 1. Until recently, progress was inadequate in Key Stage 2, but it is now satisfactory as teaching improves. In particular, the progress made by pupils from Traveller families has improved considerably because special resources are used to engage their interest. From barely adequate progress in the past, pupils with special educational needs and/or disabilities now make satisfactory progress as teachers increasingly match work to their learning needs.

Pupils are confident in expressing their views. They convincingly explain their reasons for eating healthy food and the great majority take part in physical activities. Pupils take their responsibilities seriously. Some organise and run some of the school clubs, for example dance and football. Others contribute to local art and gardening activities, singing at other

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schools and at local events. They raise money for several charities, some of their own choosing. Pupils' spiritual, moral, social and cultural development is good and they have a good and steadily increasing understanding of the values and beliefs of the different cultures represented in the school and the wider community.

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	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	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 find learning interesting and enjoy work that challenges them. The teaching of writing and mathematics is improving and, for the most part, work is well matched to pupils' learning needs. For example, in one mathematics lesson, the most able pupils' learning was consolidated effectively by leading the work of a group of pupils in developing their understanding of place value in dividing decimal numbers. In another, able pupils had challenging tasks to expand their knowledge of animals and plants. However, occasionally work is not matched well enough to pupils' needs, mainly because the use of assessment information is not sufficiently well embedded in everyday planning. Marking does not routinely tell pupils how they should improve their work, or what they should be learning next. Pupils' behaviour is managed well. Good relationships between adults and pupils aid the quality of learning.

The curriculum is well organised. Opportunities for acquiring information and communication technology skills are extensive. Subject links are good so that, for example, pupils develop literacy skills in science, history and geography, and increasingly

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reinforce numeracy skills through different subjects. The personal, social and health education programme helps pupils well to develop social skills and to become mature adults. Links with the police and other schools, along with local musical activities, enrich pupils' experiences and enjoyment of school.

The support for pupils and families who are in vulnerable circumstances is excellent. Efforts to improve the attendance of particular groups of pupils are very successful, involving families and support services effectively. The involvement of pupils and the governing body in planning the best strategies to promote good behaviour has been particularly good, and parents and carers are gradually becoming aware of the resulting improvements. Very good links with other schools ensure a smooth transition to the next stage in pupils' education. Pupils are very confident in being able to turn to adults if they should need help. The care and provision for pupils who attending the before- and after-school club are good.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels are ambitious and evaluate the school's effectiveness accurately. They successfully introduce improvements into the school's work and monitor how effective they are. For example, the governing body has monitored how well new resources are used to improve attainment in mathematics. Efforts to increase the engagement of parents and carers in pupils' learning have led to high attendance at parent-teacher consultations and increasing involvement in curriculum evenings on reading and practical mathematics. Parents and carers are well informed about the topics pupils are studying, school activities and their children's progress, and have ready access to staff to follow up any concerns they may have.

Safeguarding requirements are fully met. Systems and procedures follow the very best practice, and the school consults pupils, parents and carers and the governing body extensively to ensure pupils are safe at all times. Pupils are very appreciative of this. Good links with other schools promote work in sport, support for the most able pupils, and professional development for teachers. The school promotes community cohesion effectively, providing opportunities for pupils to find out about the cultures of other pupils within the school and around the world. Efforts to promote equal opportunities are effective, and have ensured that the gaps in progress between different groups of pupils have narrowed significantly. Procedures to eliminate all forms of discrimination are rigorous. ♦

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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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

By the time children leave Reception, they develop broadly average skills in most areas of learning. Children make good progress, whatever their starting points. Children's development of personal, social and emotional skills is good, and they speak confidently, using a wide vocabulary. Writing skills are weaker, but improving. Adults are focused on improving writing and have established effective activities to encourage children, especially the most able, to develop letter and word recognition to help accelerate progress in all aspects of language. After a period of insecure assessment, accurate information about how well children perform is now used in planning to match work closely to children's needs. Children are encouraged effectively to use their imagination in their play. Children make good use of the well-planned resources both inside and outside, and rapidly develop confidence to choose their own activities. The good quality of care and links with homes and pre-school providers are effective in ensuring children settle in quickly and transfer smoothly to Year 1. Leaders have a good grasp of areas for improvement and act quickly to improve provision and outcomes.

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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

Overall, the views of parents and carers are positive. Most are happy with their child's experience at school. A large minority feel that their children do not make enough progress and, to a lesser extent that the school does not meet pupils' needs. Inspectors found that overall the school does meet pupils' needs, and that while a small proportion of pupils do not make enough progress, overall progress is satisfactory and improving. A large minority of parents and carers also feel that the school does not deal with unacceptable behaviour well enough. However, inspectors found that the school deals well with unacceptable behaviour, and pupils feel this is the case too. Some parents and carers expressed concerns at the quality of leadership and how well the school takes account of their views. Inspectors found that leadership is good and is driving improvements, and that the school listens and responds appropriately to parents' and carers' concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Godstone Village 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.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	47	42	39	12	11	0	0
The school keeps my child safe	42	39	55	51	10	9	0	0
My school informs me about my child's progress	23	21	59	55	20	19	5	5
My child is making enough progress at this school	20	19	43	40	34	32	8	7
The teaching is good at this school	21	20	55	51	17	16	3	3
The school helps me to support my child's learning	35	33	45	42	17	16	8	7
The school helps my child to have a healthy lifestyle	24	22	58	54	19	18	4	4
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)	22	21	45	42	29	27	6	6
The school meets my child's particular needs	14	13	50	47	22	21	14	13
The school deals effectively with unacceptable behaviour	13	12	53	50	28	26	7	7
The school takes account of my suggestions and concerns	13	12	53	50	28	26	7	7
The school is led and managed effectively	17	16	51	48	16	15	16	15
Overall, I am happy with my child's experience at this school	31	29	42	39	23	21	5	5

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	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.



17 January 2011

Dear Pupils

Inspection of Godstone Village School, Godstone RH9 8NH

Thank you for so warmly welcoming us when we visited your school. You gave us a lot of good information to help us judge that your school is satisfactory and improving. The quality of teaching and your progress in the key subjects of English and mathematics are satisfactory and improving, and the following things are particular strengths of the school.

- Teaching is sometimes very good, and there are lots of activities that help make learning interesting and fun.
- The hard work of headteacher, staff and governors is making sure the school improves.
- The school is very safe and the staff take excellent care of you, both in school and in the before- and after-school club.
- Your behaviour is good and you are considerate towards each other and those less fortunate than yourselves.
- You really know how to stay healthy and almost all of you take part in physical activities and eat extremely healthily.
- You carry out any responsibilities you have well.

In order for the school to be even better, we have asked your teachers to:

- improve your standards in spelling and punctuation, and in problem solving in mathematics
- improve your progress by making sure work in lessons is always challenging, and marking tells you clearly how to improve your work and what are the next steps in your learning.

You can help by making sure you spell correctly and use suitable punctuation in your writing. You should also tell your teacher if you think work is too easy, and make sure you are always clear about how to improve your work, and what you will be doing next.

Yours sincerely

Ted Wheatley

Lead inspector

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