

Spelthorne Infant and Nursery School

Inspection report

Unique Reference Number	125095
Local Authority	Surrey
Inspection number	359835
Inspection dates	10–11 January 2011
Reporting inspector	Julie Sackett

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Mr Antony Rogers
Headteacher	Pam Martin
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 19 lessons and 10 teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities and minutes of the governing body meetings. In addition, 47 questionnaires from parents and carers and others from staff and pupils were analysed.

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

- How successful have school initiatives been in increasing the consistency of good or better teaching and in ensuring that all groups are fully challenged?
- What are the current rates of progress for all groups of pupils, including those with special educational needs and/or disabilities, the progress being made by boys in reading and the progress being made by potentially higher attaining pupils in writing?
- How effectively is assessment used to ensure that all pupils are well challenged and what is the impact of this on higher-attaining pupils?
- What impact is preparation for the forthcoming amalgamation having on pupils' achievement?

Information about the school

The school is bigger than average and has an integrated special support centre for pupils with speech, language and communication needs. There is a children's centre on the site which was not inspected at this time. There is also a privately-run breakfast club and after school club. Most pupils are of White British heritage and the proportion of pupils who speak English as an additional language is broadly average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average, although the percentage of pupils with a statement of special educational needs is higher than that found nationally. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The school holds the Healthy School award, Activemark and Eco-Schools award (Silver).

Following consultation, an amalgamation with the local junior school has been proposed from September 2011.

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

Spelthorne Infant and Nursery School provides a good standard of education. The key to the school's success is its effective leadership and management. Leaders at all levels, including governors, remain committed to securing the best provision for pupils and there is no sense of complacency. There are positive and constructive steps in place to support the proposed amalgamation. Self-evaluation is accurate and the school has been successful in making improvements in key areas such as teaching, assessment and the Early Years Foundation Stage, resulting in steadily improving outcomes for the pupils. For example, the progress made by individual pupils is now regularly monitored by teachers and senior leaders so that support is successful in sustaining good progress. These factors illustrate the school's good capacity for continuing improvement. That said, whilst the use of data to monitor and support individual pupils' progress is well embedded, there is insufficiently rigorous analysis of trends in the progress made by different groups of pupils to even out any differences.

Pupils' personal development is good. Throughout the school pupils are enthusiastic learners and their good behaviour has a positive impact on their learning. Pupils' enjoyment of learning and the effective way in which the school engages with parents and carers is evident in the improved attendance rates which are now above the national average. As one parent said, 'It is a happy school and I'm pleased to be part of the community.' Pupils make a positive contribution to the school community and are proud of their positions of responsibility, such as playground pals, eco-warriors and school council members. Pupils' excellent commitment to healthy lifestyles is reflected in the school's Healthy School and Activemark awards and their enthusiastic uptake of extra-curricular sport. Effective organisation, caring adults and careful assessments of individual children enable children to make good progress during the Early Years Foundation Stage. This good start is built upon very well so that, by the time they leave the school at the end of Year 2, pupils' attainment is above average.

Pupils make good progress overall, although this is a little uneven across some groups. For example, a few more-able pupils and boys do not always make as much progress as they are capable of, especially in writing. Pupils with special educational needs and/or disabilities make good progress, in line with their peers. The clearest example of the school's outstanding care, guidance and support for pupils is the provision for those pupils whose communication difficulties affect their learning. These pupils are given very specific, individual support, including close links with parents and carers. This exemplary commitment mirrors the support provided to the rest of the school and is founded on a strongly inclusive ethos. Pupils from the speech, language and communication centre are integrated very well in mainstream lessons and also make good progress. Across the school, teachers plan engaging lessons with care and the improved use of questioning means that pupils are interested and actively involved in their learning. Assessment is

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generally thorough and accurate, although there is some variation in the extent to which it is used effectively to tailor subsequent teaching to the needs of individual pupils and different groups.

What does the school need to do to improve further?

- Ensure that leaders and managers at all levels have an accurate picture of the progress made by groups of pupils by:
 - using existing tracking information more rigorously and systematically to analyse trends in the progress made by groups of pupils to more accurately inform school improvement.
- Improve the attainment and rates of progress of boys and potentially high-attaining pupils in writing by:
 - introducing a greater range of writing opportunities which are stimulating and interesting for all groups, but particularly for boys
 - increasing the consistency with which assessment is used during lessons to evaluate pupils' understanding and match subsequent input to their needs
 - ensuring that all activities in the Early Years Foundation Stage capitalise on children's interests, have a clear learning focus and promote the good development of early writing skills, particularly for boys.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with skills and understanding that vary, but which overall are below those expected for their age. Pupils make good progress during the Early Years Foundation Stage to reach broadly average levels of attainment by the time they enter Year 1. This successful start is built on during Key Stage 1 so that attainment in Year 2 is above average in reading, writing and mathematics. Observations of lessons during the inspection confirmed that, throughout the school, all groups of pupils achieve well regardless of their background or ability. This has led to a steadily rising trend in attainment by the end of Key Stage 1. Pupils behave well in lessons and they acquire good skills and working habits, working either independently or with their classmates. For example, Year 1 pupils were highly motivated and made good progress in a literacy lesson where they formulated questions to ask Goldilocks about her adventures with the three bears.

The pupils' enjoyment of school is reflected in their improved rates of attendance. Their good achievement, combined with their interest in learning, prepares pupils well for the transition to the next stage of their education and for their future lives.

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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	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	2
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?

This is an exceptionally caring school. Pupils with communication difficulties have their needs met well through a balance of carefully-planned teaching in the centre and successful inclusion in mainstream lessons. Good teaching is common to the large majority of lessons throughout the school. Most teachers question pupils very effectively to evaluate and challenge their understanding and this promotes good learning. Assessment procedures have been developed well to ensure that learning is more closely matched to individual pupils' needs and interests and this is reflected in pupils' improved attainment and in their good progress. That said, there is some variation in the use of assessment in lessons. Some teachers demonstrate greater confidence and expertise than others in promptly addressing any misconceptions in pupils' understanding.

The curriculum provides a good basis for pupils' learning. It is organised around themes and topics which engage pupils' interest. For example, a mini-topic on robots was particularly successful in engaging boys. A strong emphasis on English and mathematics is helping to raise attainment. The curriculum is enriched well with a range of visits and visitors and this helps pupils to develop understanding and respect for people with different backgrounds and beliefs. The school provides excellent guidance and support for all pupils, especially those whose circumstances may make them vulnerable and pupils with additional learning needs. A significant strength is the way staff from the specialist speech and language centre work closely with mainstream staff to share expertise and

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support the pupils' learning. Good partnerships exist between the school and outside agencies and these are used very effectively to support the pupils' learning and well-being.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders at all levels have high aspirations for the school and work effectively together to drive improvements. Since the last inspection, effective and secure systems for tracking the progress of individual pupils have been established. This ensures that pupils who are not making expected progress are quickly identified and appropriate interventions put in place to meet their learning needs. The school's monitoring of the quality of teaching is accurate and indicates that, whilst there are still occasional examples of satisfactory teaching, it has been successful in increasing the proportion of good and outstanding teaching. Although all groups of pupils are making good progress, the absence of an analysis of the progress of different groups of pupils limits the effectiveness with which the impact of interventions for these groups is judged. Discrimination is not tolerated and the allocation of additional support to help pupils do as well as they can reflects the school's good promotion of equal opportunities.

Governors discharge their statutory duties, including those relating to safeguarding pupils, well and provide valuable support and challenge for the school, for example in evaluating the impact of curriculum developments. The quality of arrangements for safeguarding pupils' welfare is good. Comprehensive policies underpin the robust checking procedures and good partnerships with outside agencies enhance the support for pupils and families who might be vulnerable.

The school has a good understanding of its context and effectively promotes cohesion within the local and school community. Plans are being implemented to develop provision to give pupils a wider experience of the diversity of backgrounds and beliefs within the United Kingdom and beyond. For example, the school is developing links with a rural school in the United Kingdom and is effectively monitoring the impact of this initiative on pupils' understanding.

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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

The commitment and care shown by Early Years Foundation Stage staff are evident in the way that all children settle into school so well and immediately begin to learn. Adults provide clear routines and enable children to build strong, positive relationships. Induction meetings, such as the 'stay and play' sessions, enable the staff, children and their families to get to know each other and help make sure that starting school is a happy and positive experience. As one parent said, 'The excellent induction meant that my son settled quickly.'

Children make good progress and achieve well, especially in their personal, social and emotional development and in language skills. However, the school is aware that some boys make slower progress than other children in developing early writing skills. Planning for all aspects of children's learning is of good quality and is responsive to their ideas. In a few instances the learning focus is unclear so that opportunities are missed to capitalise fully on children's interests and to accelerate progress, particularly those activities which are of interest to boys. There is a good range of well-resourced activities in which children can choose to be involved. Movement between the indoor and outdoor spaces successfully encourages the growth of children's independence and self-esteem.

The leadership and management of the Early Years Foundation Stage are good. There is evidence of the successful impact of initiatives to improve outcomes and the school's provision, such as the development of a cohesive Early Years Foundation Stage team. The leader has an accurate view of the strengths of the setting and of the areas for improvement.

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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

Most of the parents and carers who returned questionnaires were very positive about their children's experiences of school. They were unanimous in their belief that their children enjoy school and make enough progress. Parents and carers believe that the teaching is good and that the school manages behaviour well. A very small minority believe that the school does not deal effectively with unacceptable behaviour. Inspection evidence shows that the school responds well to any incidents of challenging behaviour. Parents are also very appreciative of the quality of care and support, and particularly of that provided by the speech, language and communication centre. A very small minority of parents and carers believe that the school does not do enough to inform them about their children's progress. This concern was followed up and inspectors found that the school informs parents and carers well, for example during parents' evenings. The evidence of the inspection confirms parents' and carers' positive views of the leadership and management, the teaching and of the extent to which the school meets the needs of individual pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Spelthorne Infant and Nursery 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	77	10	21	0	0	0	0
The school keeps my child safe	32	68	13	28	1	2	0	0
My school informs me about my child's progress	21	45	20	43	2	4	0	0
My child is making enough progress at this school	25	53	20	43	0	0	0	0
The teaching is good at this school	26	55	19	40	1	2	0	0
The school helps me to support my child's learning	26	55	18	38	2	4	0	0
The school helps my child to have a healthy lifestyle	26	55	18	38	1	2	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)	19	40	24	51	1	2	0	0
The school meets my child's particular needs	24	51	20	43	1	2	0	0
The school deals effectively with unacceptable behaviour	21	45	21	45	2	4	0	0
The school takes account of my suggestions and concerns	18	38	25	53	1	2	0	0
The school is led and managed effectively	29	62	15	32	1	2	0	0
Overall, I am happy with my child's experience at this school	33	70	13	28	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	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.



12 January 2011

Dear Pupils

Inspection of Spelthorne Infant and Nursery School, Ashford TW15 1SF

You may remember that three inspectors came to visit your school recently. We would like to thank all of you for making us feel so welcome and for your help during the inspection. We enjoyed seeing you in the classrooms and talking to you at playtimes and lunchtimes. I am writing to tell you what we found out.

We agree with your parents and carers that Spelthorne Infant and Nursery School is a good school. We know that you enjoy coming to school and this means that you attend school more regularly than some pupils in other schools. You feel very safe in school and behave well. This is because all of the adults take excellent care of you. You are especially good at learning how to keep fit and healthy. You are making good progress because you like to learn and the teachers know how to help you to learn well. Some of you are making a little more progress than others though, so we have asked the school to do two things.

- Make sure that all of the adults know exactly how well you are all doing.
- Help you all to make as much progress in writing as you do with your reading and mathematics, especially the boys and those of you who find learning easy.

All of you can help by always behaving well and trying your hardest with your work.

Yours sincerely

Julie Sackett

Lead inspector

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