

Cross Farm Infant School

Inspection report

Unique Reference Number	125085
Local Authority	Surrey
Inspection number	359834
Inspection dates	18–19 May 2011
Reporting inspector	Julie Sackett

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Mr Simon Walter
Headteacher	Mrs Sian Allan
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, eight lessons and six teachers were observed. Discussions were held with staff, members of the governing body, parents and pupils. Inspectors observed the school's work, and looked at a range of documentation including the school's improvement plan, policies, the tracking of pupils' progress and documents relating to the provision made for those pupils identified as having special educational needs and/or disabilities. In addition, questionnaires from 88 parents and carers and 15 staff were analysed.

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

- The learning, progress and attainment of all pupils, particularly higher-attaining pupils in writing and mathematics.
- The quality of provision in the Early Years Foundation Stage and its impact on children's learning, progress and attainment.
- The effectiveness of developments in the curriculum in supporting progress and learning across all areas.
- The effectiveness of leaders and managers at all levels in monitoring the impact of initiatives.

Information about the school

Cross Farm Infant School is smaller than average. The proportion of pupils known to be eligible for free school meals is below the national average. A smaller than average number of pupils have special educational needs and/or disabilities. The proportion of pupils from minority ethnic groups is below average. There are very few pupils who speak English as an additional language. Key Stage 1 pupils are taught in mixed age classes. The breakfast club, which is managed by the governing body, was included in this inspection. There is also a privately run after-school club on site which is subject to a separate inspection. The school holds the Eco Schools 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?

1

The school's capacity for sustained improvement

1

Main findings

Cross Farm Infant is an outstanding school. The headteacher's highly committed approach to leadership and to the learning and well-being of the pupils has created an excellent team spirit amongst all the teaching and support staff, with outstanding support provided by the deputy headteacher. Every member of staff who completed the questionnaire agreed that they were proud of the school. One commented on the 'fantastic team environment' and suggested 'it's a great place to come to work every day'. All are committed to providing a first-class education for pupils, within a highly supportive, stimulating learning environment. As a result, pupils make excellent progress during their time in the school and achieve exceptionally well. Parents and carers are extremely pleased with all the school has to offer their children and they appreciate the dedication of the staff. This comment is typical of many: 'Our children love going to school and are inspired to learn in a safe, caring and stimulating environment we could not ask for more in an infant school.'

Very effective organisation, strong relationships and a high-quality learning environment mean that children make an excellent start in the Early Years Foundation Stage. This means that children make rapid progress, especially in developing independence and confidence, and thoroughly enjoy their learning. The overall quality of provision in the Early Years Foundation Stage is excellent, with almost all the activities providing highly interesting and challenging experiences which drive the excellent progress that children make in their learning. Occasionally, however, a few activities in the Early Years Foundation Stage outdoor area lack sufficient depth and challenge to stimulate and engage children, sustain their interest and maximise progress in all aspects of their learning.

Excellent progress continues across Key Stage 1 so that by the end of Year 2, attainment is high in reading, writing and mathematics. It has been sustained at this level over several years. Pupils who have special educational needs and those who speak English as an additional language make exceptional progress because support is tailored carefully to specific needs. Teaching assistants are well trained and work confidently and very effectively alongside teachers. High expectations and provision which is matched carefully and accurately to individual needs enable the more-able pupils to make equally strong progress.

The overall quality of teaching is outstanding. Rigorous use of assessment and tracking of pupils' progress, a very exciting curriculum and extremely effective pastoral care are the key elements in ensuring pupils' outstanding progress. Teaching is highly successful in inspiring pupils' extremely positive attitudes to learning and excellent behaviour and enjoyment. Teachers' very confident subject knowledge and well-paced and stimulating lessons ensure strong engagement. Pupils are entirely confident of adult support if they

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have any concerns because teachers know and value all pupils as individuals and this ensures a high level of care. As a result, pupils feel extremely safe in school. They have an excellent understanding of how to lead a healthy lifestyle and make an exceptional contribution to the community. Their spiritual, moral, social and cultural development is outstanding.

Rigorous self-evaluation and a continuing drive to provide the best possible education for the pupils are key factors in the school's success. The school has responded very successfully to recommendations made at the time of the last inspection and has built on its previously good position successfully to secure high-quality provision and consistently high outcomes. This demonstrates the school's excellent capacity to continue to improve.

What does the school need to do to improve further?

- Ensure that all activities in the Early Years Foundation Stage outdoor area provide sufficient depth and challenge to stimulate and engage children, sustain their interest and maximise progress in all areas of their learning.

Outcomes for individuals and groups of pupils

1

Children enter school with skills that are broadly as expected for their age. Inspection activities, including observations of lessons, indicated that all groups of pupils, including the most able, pupils with special educational needs and/or disabilities and those whose circumstances render them vulnerable, make excellent overall progress. This outstanding progress is firmly based on meeting individual pupils' needs and sharing best practice. The rapid and sustained pace of learning has resulted in high attainment in reading, writing and mathematics by the end of Year 2.

Throughout the school, relationships between staff and pupils are excellent. Pupils' behaviour is impeccable in lessons and around the school. Pupils acquire excellent skills and learning habits, working extremely well both independently and with their classmates. These factors help to create the high-quality climate for learning that was evident in all classes and learning areas. Pupils thoroughly enjoy their learning and concentrate extremely well to secure excellent outcomes. For example, pupils in one Year 1/2 class worked enthusiastically and with great enjoyment to write high-quality descriptions of scenes and landscapes using adjectives. Pupils have excellent information and communication technology skills that are used in a range of contexts such as animating figures made out of modelling clay and applying their knowledge of fractions and halving to solving problems. Pupils with special educational needs respond very well to individual and small group support. For example, one pupil's keenness to succeed was clear when, while working with a teaching assistant, he persevered to successfully order the numbers 1 to 15 correctly and was understandably proud of his success.

Pupils are entirely confident that they are safe in school and are listened to. For example, one pupil very clearly explained that, 'if a visitor has a blue badge on, they are safe. If a visitor is not wearing one, then teachers don't know they're here and they're not safe.' Pupils are given an excellent grounding in good citizenship and in contributing to the community as reflected in the school's participation and achievement of the Eco Schools award. For example, one pupil proudly said that his job on the school council was 'to decide on new things and how to make school better'. Another pupil wrote appreciatively of the 'playground buddies': 'If I don't have anyone to play with, I know that the buddy

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will find me someone.' Pupils are very keen to adopt and promote a healthy lifestyle and thoroughly enjoy activities such as the playground trim-trail. An assembly seen during the inspection demonstrated pupils' outstanding spiritual, moral, social and cultural development. The pupils' excellent singing was enthusiastic and during the assembly, their maturity and empathy were reflected in their suggestions that Jesus probably felt 'confused', 'sad' and 'cross' when, in The Bible, his disciples refused to let the children approach him. Pupils are polite, articulate and hugely proud of their school and this is reflected in the above average attendance rates.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

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?

High expectations and challenging activities are characteristics of lessons so that pupils of all abilities are attentive, fully involved and keen to please their teachers. These factors make a significant contribution to the outstanding progress made by all pupils. Teachers make excellent use of targets, success criteria and self-assessment to involve pupils fully in their learning and in improving their work. For example, in a Year 1/2 literacy lesson, pupils referred to their 'pencil targets', displayed on the wall, to focus on their writing targets as a matter of course before beginning their work. This successfully helped one pupil to remember to include 'finger spaces' while completing her writing.

The curriculum is creative and innovative. The development of 'personalised learning' has been highly successful in enabling teachers to plan learning to meet individual pupils'

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needs, including those of pupils with special educational needs and/or disabilities as well as the most-able pupils. This means that learning consistently builds on pupils' knowledge and understanding by focusing on the next steps in their learning. Developments in the curriculum have increased the focus on pupils working together, as well as independently. Pupils respond with great maturity to opportunities to work in this way, confidently referring to displays and other resources when they need some help before approaching a teacher. One pupil, for example, was able to write a word correctly by finding the letter combination she required in a display of vocabulary and discussing the spelling with her two neighbours. Parents endorse the success of this new approach; for example, one parent wrote, 'Since the "personalised learning" has come into force, my child has excelled in all areas, enabling him to be a confident little boy.'

The impact of the school's outstanding support, guidance and care is evident in the pupils' exceptional behaviour, their confident social skills and the excellent relationships between staff and pupils. As a result, the atmosphere for learning created by the whole staff is extremely caring. The well-organised breakfast club provides a calm, enjoyable and positive start to the day for those pupils who attend. Strong links with external agencies and well-established systems ensure quality care and support for all, and particularly for pupils and families whose circumstances make them potentially vulnerable. The very positive feedback from local junior schools indicates that pupils are prepared extremely well for the transition to the next stage in their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leadership team provide the school with an outstanding sense of purpose and direction. Excellent use of challenging targets and ambitious school development planning are significant elements in the drive for further improvement, with evident success. For example, initiatives to address the small gap between boys' and girls' attainment in their writing, including the introduction of boy-friendly topics and very effective partnership work with the local junior school, has resulted in a notable increase in boys' attainment. Members of the governing body have a thorough understanding of the school's many strengths. However, there is no sense of complacency and governors provide a high level of challenge to the school. Leaders at all levels, including governors, rigorously monitor the impact of initiatives on pupils' learning and well-being and make a very active and valuable contribution to school improvement.

Partnerships with parents and carers are excellent. They are well informed and fully involved through events such as 'open week' and curriculum workshops. Partnerships with

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local churches, the library and local secondary schools provide excellent support for initiatives to develop the curriculum and to promote the well-being of pupils. Community cohesion is promoted strongly in the school and in the local community and the school has developed valuable links with pupils living in other parts of the United Kingdom. The school has ensured that the role of visitors and themed days such as 'Europe Day' contribute very well to pupils' understanding of a range of contexts and beliefs internationally, although the school is aware that these are not at the same level as local and national links.

The school's outstanding commitment to the promotion of equal opportunities and tackling discrimination has led to a strongly inclusive ethos and the full participation of any pupils who may be vulnerable. The school is keenly aware of any potential underperformance by pupils and takes very effective steps to reduce this. Safeguarding arrangements are extremely rigorous and highly effective. Policies and systems are well established and fully in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The huge level of commitment and care shown by staff is evident in the way that all children settle into the school so well and immediately begin to learn. Adults have been highly successful in creating a welcoming, stimulating and very safe environment in which all children feel extremely secure and valued. This success is reflected in one parent's comment, which is typical of many: 'I have nothing but praise so far for this school. My daughter has come on in leaps and bounds since joining and the teachers have been amazing.'

Staff know the children exceptionally well so that adult interactions are excellent, with very effective questioning ensuring that children are fully engaged in learning,

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demonstrate high levels of confidence and independence and make exceptional progress. For example, children relished the challenge of identifying the correct mini-beast from a series of verbal clues and then programming an electronic 'bumble bee' to move across a picture board to reach the mini-beast. As a result, children made excellent progress in the development of verbal and problem-solving skills. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The classrooms are stimulating and most of the activities in the outside area provide the same exciting level of challenge and stimulation. For example, children delighted in using their 'bug kit' bags to find and identify an earwig and count its legs before carefully putting it back where it was found.

Excellent leadership ensures outstanding teamwork which very successfully promotes children's learning and well-being. Initiatives such as the recently introduced 'Wow' books have further strengthened the school's highly effective partnership with parents and carers by increasing opportunities for them to contribute to evaluations of children's progress and planned learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The return of questionnaires from parents and carers was well above average. Questionnaires show that the overwhelming majority of parents and carers are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer, are safe and well looked after. A very few parents had concerns which covered several areas but in the main related to the individual parent/carer concerned.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cross Farm Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	74	22	25	1	1	0	0
The school keeps my child safe	68	77	19	22	1	1	0	0
My school informs me about my child's progress	47	53	38	43	1	1	0	0
My child is making enough progress at this school	53	60	34	39	1	1	0	0
The teaching is good at this school	58	66	29	33	0	0	0	0
The school helps me to support my child's learning	48	55	37	42	1	1	0	0
The school helps my child to have a healthy lifestyle	53	60	35	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	56	34	39	2	2	0	0
The school meets my child's particular needs	49	56	36	41	1	1	0	0
The school deals effectively with unacceptable behaviour	49	56	34	39	0	0	0	0
The school takes account of my suggestions and concerns	43	49	41	47	1	1	0	0
The school is led and managed effectively	63	72	24	27	1	1	0	0
Overall, I am happy with my child's experience at this school	66	75	21	24	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



20 May 2011

Dear Pupils

Inspection of Cross Farm Infant School, Camberley, GU16 6LZ

I am writing to thank you all for your help and the warm and friendly way that you welcomed us during our recent visit to your school. We think your school is outstanding. This means that it does most things very well indeed. Here are some of the things we especially liked about your school.

- You get off to an excellent start in the Reception classes.
- You all make outstanding progress in your learning due to excellent teaching.
- You enjoy school, work very well together and behave extremely well in lessons and around the school.
- The school has made the curriculum especially interesting and enjoyable for you.
- Your achievement is excellent. By the end of Year 2, your attainment in reading, writing and mathematics is high.
- The headteacher and other leaders are extremely good at their jobs and know how to improve the school.
- Nearly all of your parents are very pleased with your experience at the school.

This is what your school needs to do now.

- Make sure that all the activities in the Reception class outdoor area are always as interesting as possible so that children want to work and play as hard as they can and this will help their learning even more.

All of you can help by continuing to work hard in lessons.

Yours sincerely

Julie Sackett

Lead inspector

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