

# Meadowcroft Community Infant School

## Inspection report

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<b>Unique Reference Number</b>	125065
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381038
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Gibbs
<b>Headteacher</b>	Jacky Underwood
<b>Date of previous school inspection</b>	11 November 2008
<b>School address</b>	Little Green Lane Chertsey Surrey KT16 9PT
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 11 lessons taught by four teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 59 questionnaires from parents and carers and 13 from staff.

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

- The effectiveness of strategies to raise attainment.
- The use of assessments to track progress and to meet differing needs in lessons.
- The impact of the new headteacher and other leaders in identifying and tackling priorities.
- Pupils' understanding of how to improve their work.

## Information about the school

Most pupils come to this smaller-than-average-sized infant school from the local community. The proportion of pupils known to be eligible for free school meals is broadly average. The school is admitting more pupils from minority ethnic backgrounds than it did in the past, with 11 different languages represented, including Filipino, Korean and Polish. Very few of these pupils are in the early stages of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is average. Children in the Early Years Foundation Stage are taught in a single-age Reception class. The headteacher took up post in September 2010.

The school has several awards including Healthy School accreditation and an Activemark.

The on-site Nursery is not managed by the governing body and was inspected separately.

**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

This is a good school that has improved very quickly under the very strong leadership of the relatively new headteacher. Since she arrived there has been a concerted drive for improvement that has had an extremely positive effect on the work of the school. Strategies to raise pupils' attainment are well considered and are proving effective. Pupils' attainment is now above average at the end of Year 2 and is rising further as improved provision lower down the school begins to filter through to older year groups.

Pupils are now achieving well throughout the school. They get off to a good start in the Early Years Foundation Stage and then continue to make good progress in the rest of the school. Pupils make slightly faster progress in English than in mathematics. In English, a sustained focus on improving teaching has proved effective and skills are being taught very effectively, with differing needs met especially well. In mathematics, although teaching is good most of the time, there are occasions when work is not pitched at the right level for all pupils. There is a well structured curriculum in English that helps teachers to develop pupils' skills systematically. In mathematics, planning has not yet been adapted well enough to reflect the needs of the school. This means that the way in which pupils' numeracy skills are built is not mapped out clearly enough.

Adults provide high quality care to pupils. Because the school is small, they know each pupil extremely well and ensure that they become very responsible citizens who are well prepared for the next stage of their education. There is a delightful atmosphere in lessons and pupils are brilliant ambassadors for the school; they learn good values and behave well, growing enormously in confidence and self-esteem and developing very positive attitudes towards learning. Healthy lifestyles are promoted very effectively, as is demonstrated by the school's success in gaining Healthy School accreditation. Pupils feel extremely safe at school and they are rightly very confident that any worries will be dealt with quickly by staff.

This is a school that is not standing still because leaders are determined to do the best for pupils and are always striving to improve. The new headteacher has created an ethos in which all members of the school community are valued and respected. There is a strong drive for further improvement based on good systems for checking school effectiveness that include detailed assessment information for checking pupils' progress. Subject leaders are keen and enthusiastic but most are new to their role and they do not yet play a big enough part in analysing this data for their subjects or

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in visiting lessons so that they can help teaching to improve further.

The school's good capacity to improve further is demonstrated in the successful way that leaders have, since the last inspection, improved from satisfactory to good key areas such as achievement, teaching and learning, leadership and overall effectiveness.

## **What does the school need to do to improve further?**

- Improve pupils' progress in mathematics by
  - ensuring that teachers always pitch work at the right level for all pupils in numeracy lessons
  - review curriculum planning so that the progression of mathematical skills is clearly mapped out.
  
- Strengthen the role of subject leaders by ensuring that they take a bigger role in analysing data on pupils' progress and visiting lessons to monitor teaching and learning.

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

**2**

Most children are working at the levels expected for their age when they start school in the Reception class and, from these starting points, their achievement is good. Pupils' enthusiasm for learning contributes significantly to the good progress that they make in most lessons. In a numeracy lesson in Year 2, pupils made good progress as they looked for patterns in numbers. They worked hard, quickly improving their understanding of language such as 'more than' and 'fewer than'. They learnt quickly because they were expected to explain the strategies they were using so that misconceptions could be rectified quickly. In a literacy lesson in Year 1, pupils learnt new skills quickly and showed good independence as they retold a story and quickly learnt new vocabulary. They enjoyed their work because it was purposeful and interesting. On the few occasions where progress in lessons is satisfactory, work does not provide enough challenge for all. In a numeracy lesson where pupils were learning to count in twos, the activity did not build well enough on pupils' different starting points, resulting in some finding the work too hard.

Pupils with special educational needs and/or disabilities are supported well both by teachers and teaching assistants, ensuring that they learn quickly. They work hard in small group sessions outside lessons, when for example reading with teachers or volunteers. Pupils who speak English as an additional language quickly improve their skills and most attain well in national assessments at the end of Year 2.

Pupils are proud of their school. They show good sensitivity to the needs of others by raising funds for charity and they happily nominate friends who have been kind so that they can be added to the 'Caring Tree'. Pupils take part in a good range of

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community events such as singing at a local day centre. An enthusiastic school council gives pupils a good voice and makes sensible suggestions about how to improve school. Their recent focus on healthy eating has proved very effective and pupils are very clear about what is meant by a balanced diet. Visits to a synagogue and mosque support pupils’ cultural development and help pupils to learn to respect and to understand each other’s beliefs. Pupils play together happily and, although attendance is broadly average, they thoroughly enjoy school. As one pupil commented, ‘I never want to miss school!’

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The family atmosphere that parents identify as one of the school’s strengths can be seen in all aspects of its work. Pupils are well cared for and supported and the school works very closely with outside agencies to help pupils who are struggling with their work or to get specialised support for those who need it, such as any with speech, language and communication difficulties. There are good transition arrangements for when children join the Reception class, with each child being given a ‘buddy’ to help them settle in quickly. Leaders are now working with local junior schools so that the move at the end of Year 2 is equally smooth. The school’s good efforts have improved attendance to broadly average levels and leaders are now doing the right things to reduce further the number of holidays that are taken during school time.

Teachers make learning exciting. They use resources such as the interactive

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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whiteboards to bring subjects alive and have good systems for assessing pupils’ learning. They generally make good use of this information to plan what to teach next, although there are occasions when work is not pitched at the right level for all pupils in numeracy lessons. Skilled teaching assistants make a significant contribution to the work of the school, supporting small groups effectively. Most pupils are clear about how to improve their work and the use of targets to support this is developing well. However, there is still some inconsistency in how targets are set in mathematics.

The curriculum supports pupils’ personal development extremely well and there is a good range of clubs and visits, which are greatly enjoyed by pupils. Sports clubs are particularly popular and the school’s success in this area is demonstrated by its well deserved Activemark. Good partnerships with others enrich the curriculum in subjects such as music and physical education. For example, pupils have opportunities to take part in a music concert with other local schools.

Over the last 14 months, there has been a good focus on improving the English curriculum and this is one of the reasons why pupils’ progress has improved so quickly. Pupils now get many opportunities to write and read in different subjects and the teaching of skills is well structured. The school is now rightly focusing on how it can adapt its mathematics curriculum so that expectations are more clearly mapped out to guide teachers when they are planning work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

This is a school that continues to be driven forward by the new headteacher and other staff. There is no complacency and they are determined to get the best for the pupils. Recent improvements in teaching have already had a good impact on pupils’ progress, especially in English. There is a very good understanding of priorities, and development planning is now rightly focused on improving pupils’ learning in mathematics and on giving subject leaders opportunities to monitor teaching and to analyse data so that they can play a bigger part in improving provision.

The governing body is kept well informed by the headteacher and provides good challenge. They ensure that spending is focused on how it will improve provision. For example, their recent decision to support the appointment of a reading support teacher is already having a good impact on pupils’ progress.

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The school promotes equality and tackles discrimination effectively. The use of data is becoming increasingly sharp so that the school can identify and tackle any unevenness in progress between different groups. The school’s contribution to community cohesion is good. Leaders are very responsive to local needs and work closely with parents and carers and in partnership with others to promote engagement with a good range of community groups beyond the school. Pupils also have good opportunities to learn about life in different parts of the world. Their understanding of life in contrasting areas of the United Kingdom is less strong and leaders are now drawing up an action plan to show how they will tackle this.

The school has good safeguarding procedures. Pupils’ safety is given the highest priority and this is reflected in every aspect of school life. Staff training on child protection is comprehensive and underpins the good, safe practice seen in school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Good leadership has resulted in good improvements in the Reception class in the current year, with the new teacher ensuring that children learn new skills quickly. Consequently, children’s attainment, which in the past has been broadly average by the start of Year 1, is set to rise significantly this year. Children do well because teaching is good and there is an interesting curriculum. Adults plan exciting activities and children have good opportunities to explore their own ideas when working alone or in small groups. This ensures that they grow quickly in confidence and self-esteem. Activities such as looking for shapes in the school grounds build well on children’s natural curiosity and help to make learning enjoyable and purposeful. Learning is especially rapid when topics are linked together. For example, as part of

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a topic on birthdays, children worked diligently and made good progress as they made cakes and presents, counted candles and wrote invitations. When planning work, adults take good account of children’s different starting points, including the needs of those who have English as an additional language. However, in whole-class sessions at the start of lessons, children sometimes all work on the same activity, occasionally slowing the pace of learning for the most able.

Leaders monitor provision thoroughly and this means that there is a good understanding of priorities. This includes the need to develop the outdoor area, which, although much improved this term, is still lacking resources so that it can be used to support learning in all areas of the curriculum.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

There was a very high return of questionnaires from parents and carers. Almost all who responded are very pleased with all aspects of the school’s work. The many positive comments included, ‘My children are very happy at school’ and ‘The staff and headteacher are extremely warm, welcoming and approachable.’

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Meadowcroft Community 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	83	10	17	0	0	0	0
The school keeps my child safe	47	80	12	20	0	0	0	0
The school informs me about my child’s progress	33	56	24	41	1	2	0	0
My child is making enough progress at this school	41	69	18	31	0	0	0	0
The teaching is good at this school	44	75	14	24	0	0	0	0
The school helps me to support my child’s learning	42	71	16	27	1	2	0	0
The school helps my child to have a healthy lifestyle	41	69	18	31	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)	32	54	19	32	0	0	0	0
The school meets my child’s particular needs	41	69	18	31	0	0	0	0
The school deals effectively with unacceptable behaviour	37	63	20	34	0	0	0	0
The school takes account of my suggestions and concerns	36	61	23	39	0	0	0	0
The school is led and managed effectively	41	69	16	27	0	0	0	0
Overall, I am happy with my child’s experience at this school	53	90	6	10	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**

23 November 2011

Dear Children



### **Inspection of Meadowcroft Community Infant School, Chertsey KT16 9PT**

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

#### **Some of the things we found out about your school.**

- Children in the Reception class settle very quickly and make good progress. Your teacher plans exciting things for you to learn and you work together very happily.
- In Years 1 and 2, you are taught well and this helps you to make good progress.
- You are very happy at school and work hard in lessons because adults make learning fun. It was great to see how much you enjoy school.
- You have an excellent understanding of how to stay safe and take responsibility well. The school council has done a good job in helping you to learn about healthy diets and the importance of exercise.
- All of the adults in the school are very kind and they look after you very well. They give you good help when you are struggling with your work.
- The school is well led and managed and this has helped the school to improve quickly. All adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

#### **What we have asked your school to do now.**

- Make sure that teachers always plan work that is not too hard or too easy for you in numeracy lessons and ensure that teachers are clear about what you need to learn next in mathematics.
- Give teachers who are in charge of subjects more opportunities to visit other classes to see how well you are doing and to look at information about your progress.

You can help your teachers by continuing to be so enthusiastic in lessons and trying to come to school as often as possible.

Yours sincerely

Mike Capper  
Lead inspector

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