

Clandon Church of England Aided Infant School

Inspection report

Unique Reference Number	125199
Local Authority	Surrey
Inspection number	381061
Inspection dates	7–8 December 2011
Reporting inspector	David Shepherd

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

Type of school	Infant
School category	Voluntary Aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Jonathan Burston
Headteacher	Judith Saunderson
Date of previous school inspection	10 July 2009
School address	The Street West Clandon Guildford GU4 7ST
Telephone number	01483 222442
Fax number	01483 225242
Email address	info@clandon.surrey.sch.uk

Age group	4–7
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Introduction

This inspection was carried out by one additional inspector who observed teaching and learning in seven lessons led by three different teachers. Meetings were held with the senior staff, a group of pupils and two members of the governing body. The inspector observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 24 parents and carers and nine staff were received and analysed.

The inspector reviewed many aspects of the school's work, and looked in detail at a number of key areas.

- Why, according to data, pupils are not making faster progress in Key Stage 1.
- How consistently effective teaching and use of assessment information are in each class.
- The effectiveness of the monitoring and evaluation carried out by subject coordinators on improving pupils' progress and attainment.

Information about the school

This school is smaller than most primary schools. The proportion of pupils from minority ethnic backgrounds is below average as is the proportion of pupils who speak English as an additional language. A below-average proportion of pupils have special educational needs and/or disabilities. An average proportion of pupils are known to be eligible for free school meals. The Early Years Foundation Stage consists of one Reception class. The school has gained Healthy School Status and an Activemark 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?**3****The school's capacity for sustained improvement****3**

Main findings

Clandon Church of England Aided Infant School provides a satisfactory education for its pupils. As a result, pupils, including those with special educational needs and/or disabilities and the few who speak English as an additional language, make satisfactory progress. There are a number of strengths in the school. Children get off to a good start in the Early Years Foundation Stage. Relationships between adults and pupils are good and this promotes pupils' good behaviour and their willingness to make positive contributions around the school. Pupils are looked after well and this helps them to feel safe. They are adopting healthy lifestyles because the school emphasises this aspect effectively throughout the curriculum. Pupils from different backgrounds get on well together and learn to respect the views, customs and differences of each other. This is appreciated by parents and carers, and expressed by the parent who wrote, 'Clandon is a very caring and wonderful place for my children to learn'. Links with parents and carers are also good.

Pupils' attainment at the end of Year 2 is average. In 2011, attainment in mathematics and reading was higher than in writing. This is because teachers do not always check pupils' spellings and not enough opportunities are provided for pupils to write at length across the curriculum. Writing is not always neat enough and is occasionally difficult to read. There are no significant differences in the achievement of boys and girls throughout the school, between pupils known to be eligible for free school meals and other pupils, or between those who speak English as an additional language and those pupils whose first language is English.

Teaching and learning are satisfactory overall. Some teaching is good and fully engages and motivates pupils in their learning. Technology is used well by staff as a valuable aid to make teaching clear to pupils. Planning indicates the main focus of lessons but does not always show what pupils at different levels of ability are expected to learn. As a result, work is not always tailored to meet individual needs and this slows down pupils' progress. Teachers and teaching assistants provide good guidance to pupils in their groups, but not enough support is given to pupils working independently, as their mistakes are not corrected quickly enough to enable them to make faster progress. Marking is encouraging but does not provide enough guidance for pupils about how to improve and opportunities are not always given for them to respond to suggestions made. These inconsistencies in teaching and use of assessment are more evident in Key Stage 1 and this is why pupils in these classes do not make faster progress. The curriculum is enriched by a wide variety of visits to places of interest.

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The headteacher has a clear vision for the school that is shared effectively with senior staff and the governing body. Monitoring and evaluation are mainly carried out by the headteacher. Subject coordinators have few opportunities at present to carry out their monitoring and evaluation roles and this limits their impact on improving teaching and learning across the school. Self-evaluation is accurate and key priorities for improvement are identified. The school's capacity to sustain further improvement is satisfactory.

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?

- By July 2012, raise attainment in writing to at least average and progress in writing to be consistently good by:
 - providing pupils with more opportunities to write across the curriculum
 - ensuring pupils' writing is legible and spelling is accurate.
- By April 2012, ensure consistently good teaching and use of assessment information in Key Stage 1 by:
 - matching work in planning to challenge pupils at different levels of ability in all lessons
 - correcting the mistakes of pupils working independently during lessons
 - indicating to pupils in marking the next steps in their learning
 - providing pupils with opportunities to respond to the suggestions made in marking.
- Ensure that the monitoring and evaluation carried out by subject coordinators lead to improved outcomes for pupils by:
 - training them further in the techniques of monitoring and evaluation
 - providing opportunities for them to monitor and evaluate outcomes in their areas of responsibility
 - devising and implementing plans that correct the weaknesses identified in their subjects.

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

Pupils' achievement is satisfactory, given that they start in Reception with skills that are at expected levels, and progress to the point where attainment by the end of Year 2 is average. Pupils from all backgrounds, including those with special educational needs and/or disabilities and those who speak English as an additional language, develop their basic skills satisfactorily and are well equipped with personal and social qualities for their future lives. For example, in Year 2, pupils with special educational needs were taught how to sound out letters and segment words in order to help them with their reading, and they made satisfactory progress.

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Pupils' attendance is above average. They enjoy their work and settle down to it quickly. For example, pupils in Year 2 really enjoyed working in pairs, giving and receiving instructions from each other when learning about right-angle turns. They were fascinated when programming a computerised robot to draw a square on a large sheet of paper. Pupils in Year 1 were eager to write a letter to a friend, inviting them to the school play. They listened intently to the guidance being given by their teacher and teaching assistant about what they might include next.

Pupils have a good knowledge and understanding about healthy eating and the importance of regular exercise. They enjoy physical activities at the beginning of the day, in lessons and at playtimes which help promote their healthy lifestyles. The impact of Healthy School Status and Activemark can be seen in pupils' understanding of leading healthy lifestyles. Pupils make a good contribution to the school and local communities. For example, they willingly carry out tasks in classrooms and around school and help lessons flow smoothly. Year 2 pupils act as playground buddies for younger pupils to help them enjoy their playtimes. Elected pupils represent their peers on the school council. Pupils sing in the local community and collect for charities at home and abroad. They reflect thoughtfully upon some of the broader issues in life, such as why it is important to cooperate and help each other. Pupils have a satisfactory understanding of the practices and beliefs of other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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How effective is the provision?

Lesson preparation and classroom organisation are effective in enabling lessons to flow smoothly, although there are times when activities are not closely enough matched to pupils' abilities. Good use of technology helps to bring learning to life. Teachers and teaching assistants satisfactorily support pupils with special educational needs and/or disabilities, and those who speak English is an additional language. This helps these pupils in their understanding of particular aspects of their work. Generally, teachers ask probing questions to assess and identify what pupils already know and what they need to learn next. However, marking is not as effective as it could be because the mistakes of some pupils are not corrected quickly enough or the precise improvements needed, and when, is not made clear. Pupils enjoy and respond positively to the many opportunities that are provided for them to learn in practical, hands-on ways, sometimes outside in the fresh air. Just occasionally, activities are too short to enable pupils to complete their work, and the pace of learning in these lessons is not as rapid.

The school places a strong emphasis on the development of basic skills of literacy and numeracy. In addition, the school provides a wide range of enjoyable learning experiences and opportunities for pupils, who talk enthusiastically about visits out of school to, for example, Wisley Gardens, Clandon Park and the local railway station. Themed weeks, such as Africa week, India week and book week provide good opportunities to study topics in depth. An analysis of pupils' books indicates that pupils are not provided with enough opportunities to consolidate and extend their writing skills in subjects such as geography, history and science, which in turn would help to raise the standards the pupils reach.

Good induction arrangements for pupils joining throughout the school ensure that they settle quickly. In replies to their questionnaires, nearly all parents and carers who responded felt that pupils were looked after well by staff. Through conversations, pupils agree with this. Pupils with special educational needs and/or disabilities are identified effectively and suitable provision is allocated to meet their needs. One parent wrote, 'My son is being given extra help which is really pleasing and I am delighted how much progress he has achieved in one term'. Transition arrangements are good from Reception into Year 1 and Year 2 to junior school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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How effective are leadership and management?

There is a strong sense of pulling together to achieve goals because the headteacher, ably supported by senior staff, has satisfactorily instilled a sense of ambition and drive to improve the work of the school. The headteacher monitors the quality of teaching across the school. However, subject coordinators have not received sufficient training in the techniques of monitoring and evaluation to assess learning and outcomes in their areas of responsibility and have yet to devise and implement plans to correct weaknesses in these subjects. Initiatives, such as text messaging, weekly newsletters, curriculum evenings, meeting the teacher at the beginning of the school year, and the availability of staff to parents and carers, all help to promote good relationships with parents and carers. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, special assemblies and productions.

Governance is satisfactory. The governing body is supportive and enthusiastic for the school to do well. However, although beginning to do so, it does not fully challenge the school to ensure pupils in Key Stage 1 make rapid progress in all subjects. Safeguarding procedures are good. Staff and, where required, the governing body and volunteers are rigorously vetted and records meticulously maintained. In replies to their questionnaire, all parents and carers, and staff feel that the school provides a safe environment for pupils. Links with medical services help to promote effectively the personal development and well-being of pupils, and links with the other schools are having a satisfactory impact on outcomes for pupils, especially in sports activities. The school promotes equality satisfactorily for the different groups and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve satisfactorily. Community cohesion is satisfactory. Pupils have a good understanding of their local community and a satisfactory understanding of national and international communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

Children make good progress from their starting points in all areas of learning. Those with special educational needs and/or disabilities and the few who speak English as an additional language make good progress in line with their capabilities because they are supported effectively in small groups.

Children enjoy their learning and tackle their activities with relish and enthusiasm. For example, they gasped in amazement at the appearance of their teaching assistant dressed up as a snowman to help them recall aspects of the story they had heard the previous day. They excitedly retold aspects of the story before using this information to write a letter to 'Mr Snowman'. Their letter formation and spellings were helped greatly because of their good knowledge of the sounds letters make. Children were fascinated by the large cod in a container of crushed ice that had been brought in for the day by a fishmonger. This enabled them to touch the fish and discuss the meaning of words, such as scales, gills and fin. A particular strength of children's development is how well they tidy up after their activities and wash their hands ready for their lunch. Children are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. Children intently engage in activities that promote reading, writing, counting and creative play. They are challenged effectively at their different levels of skills and abilities. Behaviour is good and children get on very well with each other and with adults.

The indoor and outdoor learning environments are stimulating, child-friendly and well organised. They provide children with an enjoyable range of activities that help develop their understanding and skills in all areas of learning. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team and have a good understanding about early years' provision. Children's progress is monitored and recorded systematically, but the systems being used at present are too repetitive. Samples of children's work are kept in different books and not included in one portfolio to make it easier for staff, and parents and carers to track progress. Links with parents and carers are good, as are induction procedures that enable children to settle quickly into school routines.

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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

The response rate to the questionnaire by parents and carers was above average. The views of the parents and carers who completed the questionnaire were largely positive. Approximately one half of the questionnaires returned included written comments, most of which were positive. Written comments focused on the children's enjoyment of school, how well children are looked after, good leadership and management and parents' and carers' satisfaction with the school. Their views are summed up by the parents who wrote: 'The school provides an excellent start to school life' and 'The headteacher provides excellent, visible leadership. You feel that questions can be openly asked and will be responded to.'

A very few parents and carers expressed concern about their children, especially the more able, not making enough progress. The inspector looked into this and found that pupils overall, including the more able, make satisfactory progress. The actions agreed with the school and listed under, 'What the school needs to do to improve further' are aimed at ensuring that all pupils receive good teaching and make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clandon Church of England Aided 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	87	3	13	0	0	0	0
The school keeps my child safe	18	75	6	25	0	0	0	0
The school informs me about my child's progress	14	58	10	42	0	0	0	0
My child is making enough progress at this school	15	63	6	25	3	13	0	0
The teaching is good at this school	16	67	7	29	1	4	0	0
The school helps me to support my child's learning	16	67	7	29	1	4	0	0
The school helps my child to have a healthy lifestyle	20	83	4	17	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)	10	42	9	38	0	0	1	4
The school meets my child's particular needs	11	46	9	38	3	13	0	0
The school deals effectively with unacceptable behaviour	14	58	7	29	1	4	0	0
The school takes account of my suggestions and concerns	15	63	8	33	1	4	0	0
The school is led and managed effectively	21	87	2	8	1	4	0	0
Overall, I am happy with my child's experience at this school	19	79	4	17	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).

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.



9 December 2011

Dear Pupils

Inspection of Clandon Church of England Aided Infant School, Guildford, GU4 7ST

Thank you for making me so welcome when I visited your school recently. I enjoyed meeting and talking with you. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things I found.

- You enjoy school very much and get on well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You really like your teachers and teaching assistants, and try your best to please them.
- You make a good contribution to the school by helping each other.
- You enjoy visiting places of interest and listening to visitors to school.
- You are looked after well by the adults.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Help you to become better at writing.
- Let all of you know what you are expected to learn, check on the work carried out by those of you working independently, and give you time to carry out the improvements suggested in marking.
- Make sure that the plans they have to help you do even better in different subjects are working.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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