

Green Oak C of E Primary School and Nursery

Inspection report

Unique reference number	125185
Local authority	Surrey
Inspection number	395599
Inspection dates	14–15 June 2012
Lead inspector	Wendy Forbes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–10
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Michael Goodridge
Headteacher	Hilary Loder (Executive Headteacher)
Date of previous school inspection	13 July 2009
School address	Franklyn Road Godalming Surrey GU7 2LD
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Age group	3–10
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Introduction

Inspection team

Wendy Forbes

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 10 part-lessons, amounting to approximately seven hours in total. Six teachers were observed. For all of the observations of teaching and learning and throughout the scrutiny of pupils' work, the inspector was accompanied by the executive headteacher and/or the head of school. Meetings were held with the executive headteacher, head of school, senior leaders and managers, members of the governing body, and pupils. The inspector observed the school's work, listened to pupils' reading and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and policies. The inspection took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and analysed questionnaires from 88 parents and carers, 40 pupils and 22 members of staff. The school's safeguarding procedures were also evaluated.

Information about the school

This is a smaller than average-sized primary school, with a Nursery class providing 26 part-time places in the Early Years Foundation Stage. Green Oak became a primary school in September 2008 with the addition of Key Stage 2 pupils. The admission of Year 6 pupils and an additional Reception class is planned for September 2012. With the exception of Year 2/3 and Year 4/5, all other classes are of single-age range. Most pupils are of White British heritage with the remainder from other cultures, the largest being Travellers of Irish heritage, Gypsy or Romany. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or with a statement of special educational needs is above average. Their main needs are emotional, behavioural and speech and language. More pupils join or leave the school part-way through their education than is usual nationally.

Since the last inspection, the school has embarked on an extensive building programme, providing a new library, staff room, foyer, and classrooms. It also runs a daily breakfast club. In March 2011, a permanent governing body was constituted. The temporary part-time executive headteacher has been in post since the last inspection. The full-time head of school takes responsibility for the leadership and management of the school at all other times. The appointment of a permanent full-time substantive headteacher is planned for September 2013.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Green Oak is a good school. It is rapidly improving, and the majority of pupils already achieve well. Pupils, parents and carers agree with inspection findings that it is a happy, safe place where exceptional care gives pupils tailored support which helps them to progress well from low starting points. The school is not yet outstanding because teachers do not always provide activities that fully extend and challenge every pupil, particularly the more able, in developing their creative writing skills. A small minority of pupils do not attend school as often or as promptly as they might. This lack of continuity in learning means their progress is sometimes slower than it could be.
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- Pupils make good progress and achieve well, particularly in mathematics, and have made gains in reading since the last inspection. They reach broadly expected standards in reading, and sometimes higher in mathematics, by the time they leave. Progress in writing is sometimes slower.
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- Teaching is good and sometimes outstanding, enabling pupils to make good progress. A rapid pace of learning and a good challenge to the learners are features of most teaching.
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- Pupils' behaviour is good and they hold positive attitudes to learning. The school provides high quality support for disabled pupils and those with special educational needs and for those pupils whose circumstances have made them vulnerable, particularly pupils who join part-way through their education or whose attendance is not consistent.
-
- Good leadership and management are the driving force behind the school's marked improvement since the previous inspection. Management of performance of teachers is given high priority by senior leaders, with rigorous monitoring and support for teaching and pupils' progress. The very effective curriculum develops a love of learning and strongly promotes pupils' spiritual, moral, social and cultural development.

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What does the school need to do to improve further?

- Accelerate progress and raise achievement in writing by July 2013, by:
 - ensuring that pupils, particularly the more able, are always provided with tasks that are closely matched to their levels of ability
 - ensuring that pupils have opportunities to write for different purposes and varied audiences in a range of subjects in order to extend literacy competencies, especially in creative writing
 - providing targeted staff development in order to strengthen the teaching of writing.
- Improve the attendance and punctuality of those who do not come to school regularly by:
 - extending the range of strategies to give parents and carers support to ensure their children's attendance, so that all pupils benefit from the full range of opportunities available at the school.

Main report

Achievement of pupils

Children's skills when starting the Early Years Foundation Stage are well below those expected for their age, especially in their language development. This is a major priority across the school and initiatives to address weaknesses are showing good impact. Children achieve well in Reception and reach standards close to those expected nationally in most areas of learning when they enter Year 1. Pupils continue to make good progress through Key Stages 1 and 2.

Teachers know pupils' needs well. Their enthusiastic approach engenders positive attitudes. Consequently, the quality of learning and progress seen in most lessons is good. For example, Year 3 pupils enjoyed the challenge of investigating the shapes that make up the Olympic logo. Using their knowledge of shape, angles and measurement, pupils determined the properties. Skilful questioning and the development of a range of strategies helped pupils to solve the investigation.

Reading attainment has improved since the previous inspection because of consistently good teaching and a successful focus on developing literacy and oracy skills. By the end of Year 2, reading attainment is just below average. By the time they leave the school, pupils reach levels broadly expected for their age group in reading and mathematics, but lower in writing. The teaching of letters and sounds throughout the Early Years Foundation Stage ensures children make good progress overall, especially in developing early reading skills. Children demonstrated their skills by matching and blending letters and sounds to construct simple words and phrases to form a short story about jungle animals. The provision of a new library, developments in e-reading and the priority given to reading throughout the school

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encourage pupils to enjoy books and reinforce their reading attainment. Writing has not improved at the same rate because work is not always as well matched to pupils' differing needs, particularly those of the more able.

Girls sometimes achieve better than boys, but the gap is rapidly closing. Improvements in the use of assessment data to track pupils' achievements and curriculum development have a positive impact. Pupils who are disabled and those who have special educational needs progress as well as their peers, because staff know them very well and ensure adjustments to activities and materials are made to meet their needs. Most pupils who join the school part-way through their education progress well from the exceptional support provided. A few pupils who lack continuity of learning because of periodical absence do not fully benefit from all that the school has to offer, and their progress is sometimes slower.

Inspection findings that progress is good are endorsed by the majority of parents and carers who said how pleased they were with their children's progress.

Quality of teaching

Inspection findings that teaching is good are endorsed by most parents, carers and pupils. Senior leaders have focused teachers on ensuring high quality learning in every lesson. Most achieve this by providing stimulating learning activities, matched to pupils' needs, including those of disabled pupils or those with special educational needs, ensuring each task builds systematically on prior learning. Well-deployed support by teaching assistants helps to ensure that those who find learning difficult or whose needs are complex enjoy their learning and achieve well.

Most learning motivates and challenges pupils. For example, in a Year 4/5 lesson, pupils enjoyed the teacher's energetic presentation. They responded well, applying their knowledge and understanding of how to interpret data in order to solve the problem of where an imaginary intruder had been and for how long. Skilful questioning helped pupils make good progress in developing skills in reading and interpreting data to solve the problem. In Year 2/3, pupils enjoyed the challenge of learning with fast-paced number and money calculations, successfully calculating the numbers in different activities. Innovative learning activities generated much enthusiasm, helping pupils to develop problem-solving strategies.

A wide range of adult-directed and child-initiated activities promote independent learning in the Early Years Foundation Stage. Children enjoy creative opportunities to develop language, for example when Nursery children listened carefully to the 'Monkey Puzzle' story, guessing missing words from rhyme, repetition and the context of the story. Follow-up activities promoted exciting learning as children entered the imaginary jungle dressed as an elephant, crocodile, tiger or monkey, guessing who was who.

Teaching successfully takes account of the diversity within the school and,

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consequently, pupils whose circumstances have made them vulnerable overcome barriers to learning, particularly those pupils who join the school part-way through their education or who lack continuity in their learning. Teachers consider carefully the impact of learning activities on pupils' spiritual, moral and social development, providing many opportunities for collaborative work, using the school's links with community and global partners to develop pupils' understanding of cultural diversity.

The systematic teaching of reading throughout the school has helped pupils make good gains in learning to read. However, opportunities for creative writing remain limited. Not all activities planned present an equally effective challenge, particularly for the more able in writing. As a result, their progress in this skill is not as rapid as it might be.

Behaviour and safety of pupils

Behaviour in lessons is good. Relationships are positive among pupils and adults. The school is a well-ordered community. The exceptional care and support provided foster pupils' positive attitudes to learning. Pupils say they feel safe, and that bullying of all kinds, including cyber-bullying, is rare, and the vast majority say the school deals with any occurrences effectively.

For the few who find difficulty in conforming to the school's behavioural expectations, the school employs relevant strategies, including the use of the school's well-planned nurture unit, calling on the expertise of the home-school link worker, and agencies. Action taken is usually very effective in resolving difficulties. Most parents and carers endorse inspection findings that pupils are kept safe and behaviour is typically good over time. They are confident that the school deals effectively with any bullying. Pupils say that they feel safe. They are taught well how to keep themselves safe, particularly in use of the internet and mobile phones.

A few parents and carers expressed concerns that their children's lessons were disrupted by poor behaviour. Comprehensive procedures ensure incidents are effectively dealt with and prevent disruption to pupils' learning. Pupils are keen to promote a well-ordered community, setting their own rules. Members of the school council prepared a behaviour code to which visiting adults and pupils adhere.

Leadership and management

The leadership of the executive headteacher is strong. She has successfully led the school to improve provision and teaching, and to raise achievement. Her drive, ambition and clear direction, with effective support from the head of school, staff and members of the governing body, have enabled the school to continue to improve. There is a shared vision for the school. Staff have high aspirations of what is possible. Opportunities for middle leaders to track pupils' progress, to work alongside staff as peer observers and to be involved in strategic planning are having a substantial impact on raising achievement. The school's self-evaluation is accurate,

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ensuring both strategic and staff development needs are clearly identified and planned for appropriately. Some improvements in the teaching of writing have been initiated, but it is too soon to accurately evaluate the impact. The school's sustained trend of good achievement, especially in mathematics, improvements in reading, better teaching and positive behaviour since the previous inspection, confirms its capacity to improve further.

The curriculum emphasises pupils' learning through first-hand experience. Timetabled learning activities and other experiences during the school day strongly promote pupils' spiritual, moral, social and cultural development. Pupils are taught to be thoughtful and reflective and consider the needs of others. As one pupil said, 'There are so many things that make us feel good, but writing our own play has got to be one of the best.' The diversity of culture in the school is valued and celebrated and staff ensure that there is no discrimination. The school's ethos is enriched by specialist teaching, including sport and music and a wide range of extra-curricular activities.

The school promotes equality of opportunity by close analysis of pupils' achievement. Any questionable performance is followed up and resolved. All pupils are equally and extremely well cared for and supported. The governing body ensures rigorous procedures for safeguarding and risk assessment which meet statutory requirements. There are meticulous checks on adults and a carefully planned approach to managing pupils' safety. Parents and carers are positive about the school, but not all have yet been fully persuaded of the importance of the good quality of education available to their children's futures.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 June 2012

Dear Pupils

Inspection of Green Oak C of E Primary, Godalming GU7 2LD

Thank you for making me feel so very welcome when I visited your school last week. I thoroughly enjoyed meeting you all and hearing about what you enjoyed most about your school. I was particularly impressed with the work of the school council, who set out a clear code of behaviour for all who visit and all who attend your school. You have worked hard to improve your reading, and enjoy a wide range of interesting activities, including the popular clubs and the various music and drama performances, particularly those you are writing yourselves.

I am pleased to tell you that you go to a good school. You and your parents and carers told us that you like school and that it is a happy place where you feel very safe. You are well behaved and impressed me by your politeness. Most of you are making good progress in your work and you are taught well. Your executive headteacher, head of school, staff and governors are determined to help you succeed. They know how to make sure that your school continues to get even better and I have asked them to:

- ensure that all of you make faster progress in writing by ensuring that work provides just the right level of challenge for each of you, particularly for those who can learn quickly.
- give you more opportunities to practise your creative writing skills from good teaching.
- ensure that the few of you who struggle to come to school regularly and on time are helped to improve your attendance, and enjoy the good education your school has to offer.

You can help by continuing to try hard in lessons and helping everyone to attend regularly.

Yours sincerely

Wendy Forbes
Lead inspector

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