

# Ashurst Wood Primary School

School Lane, Ashurst Wood, East Grinstead, RH19 3QW

**Inspection dates** 22–23 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, working closely with the school's governing body and the local authority, has improved the quality of teaching and assessment, which are now consistently good, with examples of outstanding practice.
- As a result, pupils make good progress from their starting points and achieve well, especially in reading.
- Pupils behave well in lessons and around the school. They feel safe in school and have few concerns about bullying.
- Leaders ensure that the curriculum gives pupils a broad range of experiences, matches their interests and abilities well, and promotes their spiritual, moral, social and cultural development effectively.
- Leaders are strongly committed to raising standards of achievement still further. The governing body holds them rigorously to account for their actions, and sets them high but realistic targets for improvement.

### It is not yet an outstanding school because

- Teachers do not always set work at the right level thus limiting the progress that some make in a few lessons.
- They do not always take every opportunity to check pupils' learning and progress during lessons, in order to fine-tune activities when needed.
- Not all leaders play an effective enough role in improving the quality of teaching by developing and sharing outstanding practice.

## Information about this inspection

- The inspector observed six lessons, one of which he visited jointly with the headteacher. He observed all four classes in the school at least once. He also made shorter visits to a number of other lessons to listen to pupils read and to look at their work, and attended two assemblies.
- The inspector met groups of pupils to discuss their experience of the school, the Chair and three other members of the governing body, and members of staff, and held informal meetings with several parents and carers. He also had a telephone conversation with a representative of the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' attainment and progress; safeguarding procedures; behaviour and attendance records; and records of school leaders' lesson observations.
- In planning and carrying out the inspection, the inspector took account of the 30 responses to the on-line Parent View survey which were submitted before and during the inspection, as well as a letter from a parent, and 13 questionnaires completed by members of staff.

## Inspection team

Robin Gaff, Lead inspector

Additional inspector

## Full report

### Information about this school

- Ashurst Wood is much smaller than the average primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for pupil premium support (additional money allocated to schools by the government) is well below average.
- Approximately 10% of pupils are supported through school action, and about 8% are supported at school action plus or have a statement of special educational needs. These proportions are broadly in line with national averages.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A small number of pupils currently attend additional classes at other local primary schools.
- The current headteacher was appointed in January 2011.
- There is a pre-school on the school site, which is not managed by the school's governing body. This is subject to separate inspection arrangements.

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

- Raise pupils' achievement and improve the quality of teaching still further so that they are outstanding, by ensuring that teachers always
  - set work at the right level so that pupils make as much progress as possible during all lessons
  - check pupils' learning often enough during lessons to make sure that pupils do not find the work too hard or too easy.
- Ensure that all staff play a full part in developing and sharing outstanding practice in teaching.

## Inspection judgements

### The achievement of pupils is good

- Pupils join the school with levels of skill and knowledge which vary considerably from one year to another. Their performance in national tests at the end of Key Stage 2 shows that the standards they reach in English and mathematics by the time they leave have risen steadily in recent years, and indicates that pupils make good progress from their starting points.
- Children settle quickly when they join the Reception class. This is because the school works closely with parents and carers, and with the on-site pre-school, to make sure that staff know the children well before they start school. They make good progress in learning to work and play together and on their own, and make a good start in learning to read and write. Children particularly enjoy activities such as 'Fizzy Fingers', as they accurately write letters of the alphabet in shaving foam and in sand, or with water.
- Pupils throughout the school commented on how much they enjoyed reading, and on the wide variety of books that are available. By the end of both Year 2 and Year 6, pupils' standard of attainment in reading is above that found nationally.
- Pupils develop good problem-solving skills in mathematics and a good understanding of mathematical processes. For example, pupils in Years 3 and 4 made good progress as the teacher encouraged them to judge the success of the different methods they had used to reach solutions.
- Occasionally, pupils make slower progress because teachers do not plan work at the right level for all groups and individuals, or do not reshape activities during lessons, so that some pupils find the work either too hard or too easy.
- Disabled pupils and those who have special educational needs make good progress because of the well-targeted support they receive from teachers and teaching assistants.
- Pupils who are known to be entitled to the pupil premium funding also achieve well because the school provides extra teaching for them, both during and after the school day. Their scores in national tests in English and mathematics are similar to those achieved by their classmates, indicating good achievement.
- Those pupils who have been identified as having particular gifts and talents also make good progress in a range of different subjects, and they benefit in particular from the special classes which they attend at other local primary schools.
- The skills pupils develop in reading, writing and mathematics, as well as in group working and in solving problems, and the knowledge they acquire, ensure that they are well prepared for the next stage of their education.

### The quality of teaching is good

- Teachers establish good relations with pupils and have high expectations of them in terms of work and behaviour. They explain activities clearly and make sure that pupils know what they are going to learn before they start tasks. Teachers do not always, however, check pupils' learning thoroughly enough during the course of lessons.
- Teachers give pupils good opportunities to work cooperatively and to learn from each other, for example in 'talk partner' discussions, when pupils quickly focus on a particular question, then share their findings with the whole class.
- Most lessons include a good variety of activities, including investigations and practical work, which pupils say they particularly enjoy. Teachers make very good use of topics such as the Second World War to stimulate pupils' interest and imagination. For example, Year 5 and 6 pupils re-enacted the role of evacuee children being separated from their brothers and sisters, as well as their parents, and were inspired to write detailed and moving accounts based on this experience.

- Teachers make good use of the information they receive about pupils' additional needs to plan work at the right level. They ensure that teaching assistants give disabled pupils and those with special educational needs the support they need, so that these pupils are fully included in lessons and make good progress.
- The school regularly assesses pupils' progress, and leaders ensure that extra support is provided for those pupils who are in danger of underachieving. Teachers do not always, however, plan distinct or specially adapted tasks for groups of pupils with different levels of attainment, which would enable them to make faster progress towards their targets.
- Teachers mark pupils' work regularly and accurately, and give pupils sufficiently detailed comments to enable them to know how well they are doing and what they can do to make their work even better. The best examples of marking include stimulating questions to which pupils are expected to respond, helping and encouraging them to think about what steps they need to take to improve their work.

### **The behaviour and safety of pupils** are good

- Pupils are attentive to their teachers, are keen to learn, and concentrate and work hard in lessons, which they say are only very rarely disrupted by poor behaviour. There have been very few exclusions in recent years, and the school can point to examples of individual pupils' behaviour having improved a great deal because of the effective actions which staff have taken.
- Attendance has been consistently above the national average. Pupils are keen to get to lessons on time, so that they start promptly after morning break and lunchtime.
- Pupils say they feel safe in school. An overwhelming majority of the parents and carers who responded to the Parent View survey confirmed this, and also agreed that their children are looked after well by the school. Very few expressed any concerns about pupils' behaviour and safety.
- Pupils say they are not concerned about bullying because they know what to do if it happens and that staff will quickly make sure that it stops. They know about different types of bullying, including those that are based on prejudice. They also know about the misuse of mobile phones and the internet, but report that bullying is rare, and that any minor disputes are quickly resolved.
- Pupils move sensibly and safely around the school. They play happily and harmoniously together, including those who come from different backgrounds and traditions. They are keen to take on responsibility: for example, pupils from one class confidently led an assembly, taking turns to present the weekly awards for work, behaviour and attendance.

### **The leadership and management** are good

- The headteacher is passionately committed to improving pupils' achievement. Following her appointment, she quickly and accurately identified the factors which at that time were hindering the school's improvement, and has succeeded in sharing her vision with the rest of the staff.
- Well supported by the governing body, the local authority and the staff, she has successfully addressed the weaknesses highlighted by the last inspection. For example, she has introduced a detailed and robust system for assessing pupils' current levels of attainment. She also ensures that staff regularly collect and make good use of up-to-date information in order to ensure that pupils make the progress of which they are capable.
- The headteacher and her deputy have raised the quality of teaching by using lesson observations and scrutiny of pupils' work to identify aspects of weaker practice. They have set teachers clear targets for improvement and ensure that they are met by providing high-quality coaching and by enabling staff to attend courses, which they confirm have helped them to improve their practice.

- Teachers, including subject leaders, are enthusiastic and knowledgeable, but they have not yet been given sufficient responsibility for developing the quality of teaching, and ensuring that a higher proportion is outstanding.
  - The curriculum provides pupils with a range of interesting experiences. For example, the school makes good use of the surrounding countryside in its provision for outdoor learning. 'Muddy Mondays' and 'Forest Fridays', which include science- and craft-based activities, benefit pupils from all age groups.
  - The school promotes pupils' spiritual, moral, social and cultural development well. Special events, including trips and visiting speakers, as well as links with outside organisations, such as the local town twinning committee, help pupils to learn about different cultures, traditions and languages. Leaders listen to and act upon pupils' views, as well as those of their parents and carers, as they review and develop the curriculum, which has resulted in them, for example, modifying the way in which religious education is taught.
  - The school's success in promoting equality of opportunity and in ensuring that there is no discrimination is demonstrated by the way in which potentially vulnerable pupils achieve at least as well as others.
  - Parents and carers, including a very large majority of those who responded to the Parent View survey, express high levels of satisfaction with the school's performance, including the way in which it responds to any concerns, and agree that it provides them with valuable information about their children's progress.
  - **The governance of the school:**
    - Members of the governing body have an accurate view of the school's performance, including the quality of teaching, and how pupils' test results compare to those of other similar schools. They make good use of their regular visits to the school, and of their discussions with the school leaders, holding them rigorously to account for progress in raising pupils' achievement. Governors understand how performance management is helping to improve the quality of teaching, and ensure that salary increases and promotions are only awarded to staff when they have met their targets. They know how pupil premium funding is being used and what impact it is having on pupils' achievement. Governors regularly undertake training to improve their own skills. They make sure that policies, including those relating to safeguarding pupils, are regularly reviewed and updated, and are implemented effectively. Governors closely supervise the school's finances, so that it makes the best use of available resources.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125929
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	402363

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Edwards
<b>Headteacher</b>	Lisa Hobby
<b>Date of previous school inspection</b>	24–25 September 2009
<b>Telephone number</b>	01342 822584
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