

Grayshott Church of England Controlled Primary School

School Road, Hindhead, GU26 6LR

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils, especially, but not exclusively, boys, do not make enough progress from their starting points because there are variations in the quality of teaching.
- There has been insufficient time for improvements introduced by the headteacher to secure pupils' consistently good achievement.
- Teachers do not always have high enough expectations of more-able pupils so that tasks are not challenging enough and their progress slows.
- Teaching assistants are not always fully involved in supporting pupils during lessons, especially when the teacher is talking to the whole class.
- Activities in the Reception Year outdoor area do not reflect the good quality learning seen in the classroom. There are too few opportunities for children, especially boys, to practise their basic skills.
- Until recently, procedures to monitor the school's performance by senior leaders and governors have not been strong enough and the pace of improvement has been too slow.

The school has the following strengths

- The headteacher and new senior leadership team have taken robust action, including the introduction of rigorous performance management procedures, so that the quality of teaching has improved.
- The leadership team has established a reliable and rigorous system for checking pupils' progress.
- Pupils enjoy school, behave well and feel safe and secure.

Information about this inspection

- Inspectors observed 13 lessons and part-lessons, including two joint observations with the headteacher.
- Discussions were held with the headteacher, the Chair of the Governing Body, a local authority representative, senior leaders, staff, parents and carers and pupils.
- Inspectors took account of 42 responses to the online questionnaire (Parent View) as well as talking to parents and carers informally during the inspection.
- Inspectors observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance data, safeguarding documents and a sample of pupils' work.

Inspection team

Julie Sackett, Lead inspector

Additional inspector

Victor Chaffney

Additional inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The proportion of pupils supported by the pupil premium initiative, which is extra funding provided to support those eligible for free school meals and children in local authority care, is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average.
- The proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups and those for whom English is an additional language is well below average.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.
- There is a breakfast club which is managed by the school's governing body and was included in this inspection.

What does the school need to do to improve further?

- Make sure that teaching is consistently good across the school so that pupils' achievement is improved, particularly that of boys and the most able, by:
 - making sure that work set for pupils is sufficiently challenging, especially for the most able pupils
 - making sure that teaching assistants play a full and active part in supporting pupils' learning throughout lessons
 - developing the curriculum to make it more relevant and stimulating, especially for boys
 - raising teachers' expectations of standards of presentation in pupils' work.
- Accelerate the progress of children in the Reception Year by:
 - making sure the outdoor area is used effectively as a natural extension of the classroom with a clear focus on learning through play
 - increasing opportunities for pupils to develop basic skills, especially boys, in the outdoor area.
- Increase the effectiveness of the school's leadership in driving improvements by:
 - developing the roles of senior and middle leaders in monitoring and evaluating the effectiveness of teaching
 - extending governors' skills and confidence in holding the school to account more effectively for pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Although attainment is mainly above average, achievement requires improvement because, given their starting points, too few pupils make better than expected progress across the school. This is because the quality of teaching in different lessons is variable, despite recent improvements.
- The school's own assessment information shows that pupils' progress is uneven as they move through the school. Some groups of pupils, particularly boys and more-able pupils, do not make enough progress. As a result, there was a dip in standards in 2011.
- Inspection evidence, including an analysis of pupils' work, shows that pupils' progress is accelerating as a result of recent improvements in teaching. Consequently, standards improved in 2012 in all subjects, although not yet to levels previously seen.
- Children enter the Early Years Foundation Stage with skills and understanding which are generally above the levels expected for their age. Activities to prepare children for school are effective so that they quickly settle and make progress in line with expectations.
- Boys make slower progress than girls as they move through the school. The gap between girls' and boys' achievement emerges during Reception Year, where opportunities are missed to capitalise and build fully on boys' interests. For example, the outdoor area does not reflect the good quality learning seen indoors, including too few activities which develop children's basic skills.
- Appropriate plans are in place to close the gap between boys' and girls' achievement, including increased opportunities for pupils to apply their basic skills in more meaningful and stimulating contexts.
- The teaching of reading is secure, including a systematic approach to teaching pupils the link between letters the sounds (phonics). As a result, pupils' progress in reading is in line with expectations. Attainment in reading in 2012 was above average.
- Focused daily reading groups for pupils who need extra help in Years 2 and 3 are effective and older pupils speak about books with maturity and sensitivity. The progress made in reading by more-able pupils is no better than expected because some teachers set work that is too easy.
- In 2012, there was an increase in the proportion of pupils attaining the higher levels in reading, writing and mathematics at the end of Key Stage 2 as a result of higher expectations and better teaching. This represents expected progress given pupils' above average starting points.
- The progress made by different groups of pupils, including disabled pupils and those with special educational needs, is uneven because the quality of teaching varies between classes and lessons. Pupil premium funding is used flexibly to meet individual needs, including one-to-one support, so that those pupils eligible make similar progress to their peers.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because there is not enough consistently good and outstanding teaching, despite recent developments. As a result, there are variations in pupils' progress as they move through the school and achievement over time is not good.
- Inspection evidence demonstrates an increasing proportion of teaching which is good and outstanding so that pupils' progress is accelerating. Pupils make good progress where teachers' expectations are high, work is closely matched to pupils' needs and there are good opportunities for pupils to talk about their ideas and apply their understanding. For example, pupils in Year 5 were able to apply their knowledge of three-dimensional shapes while effective teacher questioning addressed misunderstandings as the lesson progressed.
- In some lessons, however, teaching requires improvement because expectations are not sufficiently high, particularly of the most able pupils, so that their progress is not maximised.

- The use of marking has improved since the last inspection. Books are regularly marked including teachers' written comments to help pupils understand what they have done well and what they need to do to improve further. However, the presentation of pupils' work is sometimes uneven because there are variations in teachers' expectations about how pupils should record their work.
- The role played by teaching assistants has improved so that, in most lessons, teaching assistants provide good quality support for disabled pupils and those with special educational needs so that they make good progress. However, inconsistencies remain so that there are times when teaching assistants are not actively supporting pupils and their progress slows. This is particularly the case when the teacher is talking to the whole class.
- Resources and activities inside the Reception Year classroom are of good quality and adult questioning is effective. However, opportunities are missed to maximise children's progress by making better use of the outdoor area to engage children in learning, especially the boys, and to capitalise on children's interests.

The behaviour and safety of pupils are good

- Relationships are strong and these underpin pupils' good behaviour in lessons, around the school and in breakfast club. Pupils are treated with respect and respond positively to opportunities to perform roles of responsibility such as being members of the school council. As a result, pupils develop into mature, sensible and confident young people by the end of Year 6.
- Pupils are welcoming, polite and keen to talk to visitors about their school. They enjoy school and are keen to do well. As a result, attendance rates are above average. Pupils told inspectors that they feel very safe in school and every parent and carer who completed the online questionnaire (Parent View) agreed.
- Most parents and carers consider behaviour in school to be well managed. Inspection evidence indicates that pupils' behaviour is good in lessons and around the school. Very occasionally in a few lessons pupils become unsettled and disengaged when expectations of behaviour are not high enough and activities are too easy, so that they lose concentration.
- Pupils have a secure understanding of what bullying is and the older pupils know about different types of bullying, such as cyber bullying and name calling. School records indicate that bullying is rare and that there have been no racist incidents in the last five years. Any concerns raised by parents, carers or pupils are documented and dealt with appropriately.

The leadership and management require improvement

- There has been insufficient time for some improvements introduced by the headteacher to secure pupils' consistently good achievement. However, it is clear that since his arrival two years ago, the headteacher has successfully shared his vision for the school's future with staff and parents and carers and introduced a whole school focus on the quality of teaching. An element of weak teaching has been eradicated and the proportion of good and outstanding lessons has increased. Inspection evidence indicates that the school continues to improve and demonstrates the school's capacity to secure further improvements.
- The headteacher is supported by a capable and committed team of senior and middle leaders, including the governing body, and leadership has improved at all levels. For example, recently appointed senior and middle leaders are developing a clear understanding of their roles and responsibilities in relation to school improvement. However, they have not yet been fully involved in monitoring the effectiveness of teaching.
- The school knows itself well and has responded very positively to good quality guidance provided by the local authority. As a result, strengths and development needs are accurately identified and plans for school improvement are well focused.

- Until recently, inaccuracies in assessment information meant that measurements of pupils' progress were unreliable. Robust and rigorous systems are now in place to ensure that any variations in pupils' progress are quickly identified.
 - Performance management is used effectively to recognise strengths and development needs in the school and to make teachers more accountable for the progress made by their pupils. Professional development activities support those teachers who need to improve their practice and teachers have a better understanding of what effective teaching looks like.
 - The school ethos is inclusive and discrimination is not tolerated. The curriculum promotes pupils' spiritual, moral, social and cultural development well and contributes to pupils' enjoyment of school and their mature attitudes. The breakfast club provides a calm and positive start to the school day for those pupils who attend.
 - **The governance of the school:**
 - The governing body is developing well and plays a more active role in monitoring the work of the school. For example, the Chair of the Governing Body meets with the headteacher weekly and a named governor has specific responsibility for discussing pupils' progress with the school. The headteacher provides information for governors so that they know how pupil premium is allocated and how this money is spent. They know, for example, that funding for the family support worker and one-to-one intensive teaching is supporting pupils to make progress which is in line with others in their classes. Governors are appropriately informed about the use of performance management to reward effective practice and to increase teachers' accountability. The school is starting to build on this good start by extending governors' skills and confidence in holding the school to account for pupils' achievement, particularly in their understanding of how information about pupils' performance can be used to evaluate the effectiveness of teaching. Governors are gaining a better understanding of how well their school is doing in comparison with other similar schools. Safeguarding arrangements have improved since the last inspection, meet statutory requirements and are effective in keeping pupils safe.
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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

Unique reference number	116290
Local authority	Hampshire
Inspection number	405638

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Anna Finey
Headteacher	Paul Davies
Date of previous school inspection	30 November 2010
Telephone number	01428 605596
Fax number	01428 607889
Email address	adminoffice@grayshott.hants.sch.uk

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