

# Scott-Broadwood Church of England Infant School

The Street, Capel, Dorking RH5 5JX

**Inspection dates** 21–22 May 2013

<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 and senior leaders have been effective in improving standards and achievement at both school bases and this is set to continue.
- By the end of Year 2, pupils' attainment in English and mathematics is above average and continuing to improve with increasing proportions exceeding national expectations. This is good achievement.
- The quality of teaching and provision in Reception is a strength of the school.
- The school monitors how all of its pupils are doing and ensures that anyone at risk of falling behind is fully supported to catch up.
- Good opportunities for spiritual, moral, cultural and social development are provided. Pupils feel safe and well cared for and they are happy at school.
- There is good engagement with parents and carers.
- Governors know the school well and firmly hold the school to account for its performance and its finances.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough and a small amount of teaching requires improvement.
- Not enough of the most able pupils secure the highest attainment levels in English and mathematics.
- Insufficient opportunities are provided for pupils to respond to their teachers' marking, to make the necessary improvements to their work.
- Some lessons are less effective because teachers' introductions are too long and pupils lose focus.
- The school's new behaviour policy is inconsistently applied by staff, so some low-level 'off-task' behaviour goes unchecked in a minority of lessons.

## Information about this inspection

- Inspectors observed eight lessons; three were jointly observed lessons carried out with the headteacher. Inspectors also carried out a series of short visits to other lessons across the two bases at Ockley and Capel, talked with pupils and listened to pupils read.
- Meetings were held with the headteacher, subject leaders, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 40 responses to the online Parent View survey, as well as the views of the parents and carers they met. They also considered the 13 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, the school’s self-evaluation, improvement plans, safeguarding policies, minutes of Governing Body meetings, together with records and documents relating to management of staff performance. They also took account of pupils’ work in books, pupil progress data and attendance records.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Stephen Schwartz

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average infant school occupying two sites which are three miles apart and situated in the villages of Capel and Ockley. The Early Years Foundation Stage and Key Stage 1 are found on both sites.
- A below average proportion of pupils are known to be eligible for the pupil premium. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- Almost all pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs at school action is in line with the national average, whereas the proportion of pupils at school action plus or who have a statement of special educational needs is extremely low.
- The Early Years Foundation Stage consists of two Reception classes and children are taught in mixed-age classes.
- The pre-school, which is situated on the Capel site, is privately managed and was not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching, so that all pupils make rapid and sustained progress by:
  - eradicating the inconsistencies in teaching, so that the quality throughout the school is good or better
  - making sure that lessons move at a brisk pace to meet the needs and interests of all pupils, especially the most able
  - ensuring that pupils are routinely given opportunities to act on their teachers' guidance and work on their corrections and take on further challenges
  - making sure that all staff implement the behaviour policy consistently.

## Inspection judgements

### The achievement of pupils is good

- Most children in the Early Years Foundation Stage enter Reception with the expected level of skills for their age and make good progress. The proportion reaching or exceeding the expected level of skills' development by the end of the Reception Year has risen in recent years and is above average as a result of the good teaching they receive.
- Standards in English and mathematics at Key Stage 1 are above average. Most pupils' achievement is above average; however, the school is aware that it needs to increase the proportions of pupils attaining the highest levels. There are no discernible differences in pupils' achievement at either of the two school bases.
- Pupils' progress in reading is accelerating because they read every day and benefit from carefully targeted, small group coaching to deepen their understanding of texts. Teachers, support staff, parents, carers and other volunteers provide extra support for the least fluent readers. As a result, by the time pupils leave Year 2, their reading skills are above average.
- Differences in boys' achievement in writing and girls' achievement in mathematics are diminishing, because writing activities, designed to appeal to boys, are effective and the emphasis on early writing in Reception means that children in Year 1 get off to a good start. Girls' achievement in mathematics is rising because they are eager to participate in the breadth of practical mathematical activities now provided.
- The school actively promotes equal opportunities and tackles discrimination by ensuring that pupils who are not making sufficient progress are given appropriate extra help to achieve well. Rigorous checks on pupils' progress mean that anyone who needs extra support is quickly identified and provided with in-class support in small groups or with one-to-one tuition. Consequently, disabled pupils and those with special educational needs make good progress from their starting points and reach standards above those achieved by this group nationally.
- Evidence of the school's current performance shows that pupils funded through the pupil premium, including those known to be eligible for free school meals, make sufficient gains in progress to secure attainment which is above national and almost in line with their peers, in English and mathematics. This is because funding has been properly spent on meeting the needs of identified pupils through additional support in lessons and, as a result, the gap in their achievement continues to narrow.

### The quality of teaching is good

- Most teaching has improved significantly since the last inspection, so that it is usually good with examples of outstanding practice seen in the Early Years Foundation Stage. On occasion, a few lessons still require improvement.
- Most work is set at the right level with activities accurately matched to the pupils' abilities, so more pupils achieve above average standards for their age. However, the school is aware that lessons need to be better adapted to challenge higher ability pupils.
- Adults who support pupils in need of extra help, including pupils who have special educational needs, or who are eligible for funding through the pupil premium are making a positive contribution to improving standards because their work is well planned.
- As a result of strong teaching in the Early Years Foundation Stage, children quickly become confident learners and make good progress. Alongside better resourced outdoor and indoor learning areas, there is now a special emphasis on reading and writing and more recently personal, social and emotional development, which means children are better prepared for their next stage of learning.
- Pupils' writing is improving because of the way it is linked in to other subjects and themes. For example, pupils in a mixed-age class were engaged in themed activities associated with growing plants. Having evaluated why cress seeds were sprouting, children in Reception then labelled

their own paintings of plants. Pupils in Years 1 and 2 prepared instructions about how to care for an imaginary dangerous 'man-eating plant'. They identified the features of an instructional text with confidence and spelled most of the 'bossy' words accurately. This theme appealed to boys who eagerly set about writing their ideas.

- Teaching is less effective when teachers talk for too long. At such times, when the pace of learning slows down, some pupils lose focus and are unable to concentrate.
- Marking is regular and pupils receive guidance on how to improve the quality of their work, including the next steps they should take. However, there are missed opportunities for pupils to reflect on their teachers' guidance, to correct their mistakes or to attempt further challenges, in order to build on what they have learned.

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

- Inappropriate behaviour is rarely allowed to interfere with learning because most teachers have good classroom management skills.
- The new behaviour policy has provided staff, pupils, parents and carers with greater clarity about the school's expectations as well as the consequences of unacceptable behaviour, but as it is not always consistently applied, its full impact is limited.
- Pupils say they are happy and feel safe at school. Parents, carers and staff confirm this. Pupils take responsibility for their own and others' safety. They know right from wrong and correct each other if needed.
- Pupils are fully aware of all forms of bullying, including through electronic communication. They are confident about the way the school deals with bullying, on the rare occasion when it happens. They say there are many members of staff who they can go to when they are anxious or worried about things.
- Pupils with emotional and behavioural needs are well managed and supported sensitively.
- Attendance is average and improving. The school is working with parents and carers to emphasise the importance of punctuality and this is having a positive effect on pupils' achievement.
- Pupils speak highly of the school's rewards for good work and behaviour, especially the class treats that happen when everyone has done well.

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

- The ambitious leadership of the headteacher and the governing body is shown in their constant drive and determination to secure improvements in teaching and pupils' achievement. School leaders at all levels are more effective since the last inspection, and staff say they are proud to work at the school.
- Central to the picture of improvement is the school's clear view of its own strengths and weaknesses and the investment in the assessment of pupils' achievement.
- The school's systems for managing staff performance are effective because they focus on the impact of teaching on pupils' progress. Teachers identify pupils who are at risk of falling behind in half-termly meetings with the headteacher and agree how their teaching will support their progress in future.
- Systems and procedures for checking on the quality of teaching are tied into appropriate training opportunities for staff, and this has led to improvements seen in the quality of teaching over time.
- The curriculum meets pupils' needs well. Pupils' spiritual, moral, social and cultural development is promoted appropriately. While there are many opportunities to reaffirm Christian values and beliefs through regular worship assemblies and religious education lessons, pupils are also taught to appreciate other faiths and cultures.
- The school works well with parents and carers to ensure they are fully aware of the school's

work and useful training is provided for them to support their children at home. Almost all of the parents and carers who responded to the Parent View questionnaire were supportive of the school.

- The local authority has provided strong support for the school, which has been effective in securing improvements in teaching, and much valued. The headteacher is also appreciative of the leadership support she has received from a Local Leader of Education, which she fully acknowledges has helped her to move the school forward.
- **The governance of the school:**
  - Governance has improved since the last inspection. The governing body is starting to become more effective in its ability to challenge and support the school. It is acutely aware that there are gaps in some pupils' achievement and is wholly committed to moving the school forward. The governing body receives regular evaluations of the school's performance and, consequently, knows what the school is doing well and where it must do better compared to others. It knows how the additional funding for the pupil premium is spent and is proud of the difference it is making. It pays close attention to the school's evaluation of teaching and staff performance and is aware of the need to align staff salaries closely with how well pupils achieve. The governing body ensures that safeguarding arrangements meet statutory requirements. Members of the governing body have been well trained to fulfil their duties. The governing body strictly holds the school to account for managing its finances.

## 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>	125241
<b>Local authority</b>	Surrey
<b>Inspection number</b>	406303

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Bradley
<b>Headteacher</b>	Rebecca Bacon
<b>Date of previous school inspection</b>	21–22 September 2010
<b>Telephone number</b>	01306 627234
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