

St. Andrew's Church of England Infant School

Upper Church Lane, Farnham, Surrey, GU9 7PW

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils' attainment is above average by the end of Year 2 and they mainly make good progress in reading, writing and mathematics.
- Teaching is good. Excellent relationships and well-planned and organised lessons that challenge pupils ensure they enjoy their lessons and learn well.
- Effective provision in the Early Years Foundation Stage ensures children get off to a good start to their education.
- Well-trained, committed teaching assistants make a strong contribution to the effective learning of small groups and individuals.
- Pupils behave well and the school's work to keep pupils safe and secure is good. The school is a very caring, supportive learning community.
- Regular, thorough checks on pupils' progress ensure that any pupils falling behind are quickly identified and effective support is put in place to help them catch up.
- Effective leadership by the headteacher, who is well supported by staff and governors, has ensured that the school has maintained its good provision from the previous inspection.
- The school's strong links with parents enable them to support their children's learning effectively.

It is not yet an outstanding school because

- Boys' progress in writing, although accelerating, is not yet consistently good.
- Sometimes in mathematics teachers do not provide pupils with enough opportunities to extend their problem solving skills.
- Planning for activities in the Reception class does not always fully challenge children.

Information about this inspection

- The inspector observed 17 lessons or part lessons, of which three were joint observations with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and three other governors, the headteacher and other senior staff. Additionally, a telephone conversation was held with a local authority officer.
- The inspector took account of the 79 responses to the online Parent View survey. She also spoke to several parents and carers when they brought their children to school. The inspector took account of 16 staff questionnaires.
- The inspector observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspector listened to pupils from Year 1 and Year 2 read.

Inspection team

Janet Sinclair, Lead inspector

Additional inspector

Full report

Information about this school

- St Andrew's is a smaller than average-sized infant school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is below average, a small proportion of whom are at an early stage of learning English.
- The proportion of pupils eligible for additional funding through the pupil premium (additional funding for pupils from armed forces families, or those known to be eligible for free school meals) is low.
- Pupils are taught in four classes: one single-age class for Reception children and three mixed-age classes, one for Reception and Year 1 pupils and two for Year 1 and Year 2 pupils.
- The headteacher has been in post for two years.

What does the school need to do to improve further?

- Raise teaching and pupil achievement to outstanding levels by:
 - developing boys' engagement in writing through topics that interest them
 - providing more opportunities to extend their problem solving skills and mathematical understanding
 - ensuring clearer planning for activities in the Reception class so that all staff are clear about how to extend children's learning fully.

Inspection judgements

The achievement of pupils is good

- Attainment has been above average at the end of Year 2 for many years. It is above typical expectations in reading, writing and mathematics for pupils currently in Year 2. Their progress is good given their starting points.
- Children start in the Early Years Foundation Stage with skills and abilities in reading, writing and calculating that are at or above the levels expected for their age. They make good progress so that most achieve the expected learning goals by the time they start in Year 1.
- Disabled pupils and those who have special educational needs are identified early and receive targeted support, including specific programmes such as 'Sound Discovery' and 'Early Literacy Support', that ensures they make good progress.
- The school ensures staff are trained effectively to support the small number of pupils who start school with very little English. Pupils receive targeted support to increase their vocabulary so that their English language skills improve quickly.
- Effective tracking of pupils' progress combined with half-termly checks enable the school to identify pupils who are not doing well enough and ensure they are given the necessary support to help them catch up. The school works hard to promote equal opportunities for all pupils.
- There are very few pupils supported through the pupil premium funding but their progress is carefully monitored to ensure they achieve well. The funding is used to improve progress in English and mathematics and to promote self-esteem, where necessary. There was only one pupil funded through the pupil premium in 2013. In 2012, the small number of pupils involved attained better than the national average in the national tests, but below the school average by about a term in reading and writing. Current achievement across the school is better than the national average for their group.
- In mathematics, the introduction of a problem-solving approach to pupils' learning is increasing enjoyment and understanding. However, in some lessons pupils have too few opportunities to try out the methods they have learned and to explore different ways of setting out and recording their own work.
- Pupils perform well in the Year 1 phonics (letters and sounds) screening assessment. Where pupils are unsuccessful, teachers follow this up fully to ensure those pupils catch up.
- There are good systems in place to support good progress in reading, including regular reading assessments, carefully graded reading books and pupils regularly reading to parents.

The quality of teaching is good

- Teaching over time is good, enabling pupils to make good progress.
- Teachers ensure that lessons are interesting and well structured, and that pupils are kept on task and work extends their understanding.
- Effective teaching of sounds and letters (phonics) in Reception and Key Stage 1 has helped to improve pupils' reading and writing skills. For example, daily teaching that is well structured and focused on teaching key skills helps pupils sound out a range of words.
- Teachers work hard to encourage pupils' writing through interesting and engaging tasks as well as regular assessments and clear next steps for learning. A recent focus has been on engaging boys more in writing in order to raise their attainment further. A visit to a transport museum generated high levels of enthusiasm, resulting in pupils in Year 1 and 2 writing copiously about their visit. Teachers ensure appropriate attention to punctuation skills as well as encouraging creativity.
- Occasionally in mathematics pupils do not have sufficient opportunities to practise and extend their problem solving skills.
- Teaching assistants make a valuable contribution to pupils' learning, particularly those with

disabilities and special educational needs. For example, a small group were seen working hard to write a sentence. They were keen to show that they had remembered capital letters and finger spaces and could sound out simple words.

- Teachers mark work regularly so that pupils are clear about how well they have done. Weekly reviews of their work alongside the teacher ensure that pupils are clear about the next steps they need to make to improve their work.
- Good teaching in the Early Years Foundation Stage is characterised by effective questioning and discussion by the class teacher. This was clearly seen in her work with a small group of children writing about 'people who help us'. However, occasionally lesson planning lacks clarity, which hampers the staff's ability to fully challenge children effectively.
- Teachers make a good use of mathematical resources such as number lines, number squares, whiteboards, cubes and counters. Homework is used well to reinforce reading, spelling and number work.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils behave well in lessons and around the school. They are clear about expectations for their behaviour and do not like the idea of being put on a 'black cloud' if they call out in class, as some pupils do, as this leads to a loss of Golden Time.
- Pupils work well in lessons, respond quickly to teachers' instructions, willingly cooperate with each other on tasks, and are well mannered and friendly. This was clearly seen in a problem-solving activity in mathematics where pupils listened carefully to each other's ideas and collaborated well to complete their tasks.
- School and eco-councillors enjoy their responsibilities and are pleased that they help to make the school better through, for example, providing playtime equipment and saving energy.
- Overall, pupils do not feel that there is any kind of bullying, including cyber-bullying. However, they did say that sometimes there was some rough play at playtimes. There are no recorded incidents of bullying or racism.
- The school ensures that lunchtimes are calm and well organised. School meals provide a healthy lunch and packed lunches are wholesome. This contributes well to pupils' behaviour and well-being.
- The attendance rate is high. Pupils are punctual and enjoy coming to school.
- The school's work to keep pupils safe and secure is good. Pupils learn about how to stay safe through, for example, visits from fire officers, road safety training and work on playground safety that has involved the appointment of a play leader. Policies and procedures for behaviour and safeguarding are fully in place.
- Parents who responded to the online Parent View survey were unanimous in their view that behaviour is good and the school keeps their children safe. Inspection evidence confirms these views.

The leadership and management are good

- Strong, effective leadership by the headteacher has ensured a cohesive, motivated staff who are clearly focused on providing a good quality of education for pupils. The school has maintained its good provision from the previous inspection; progress across the school is good and teaching is effective. This indicates that there is a strong capacity for further improvement.
- Subject and aspect leaders, some of whom are fairly new to their posts, are also keen to promote continuing improvement. For example, they have clear action plans, have had training for the new curriculum and have introduced a new approach to teaching mathematics.
- The headteacher has an accurate view of the school and the key areas for further improvement. The school development plan is detailed and clearly sets out the key areas to be tackled. Governors are involved in checking progress and all staff have leadership targets linked to it.

- Checks on the quality of teaching and learning are mainly undertaken by the headteacher and sometimes jointly with a local authority officer. They include drop-ins and work sampling as well as detailed lesson observations. This ensures that the headteacher has a clear view of the effectiveness of teaching and what needs to be done to improve it further.
- The school has reviewed its process for setting individual and whole-school targets for all staff, appropriate to their level of responsibility. It is rigorous and makes sure that training needs are met and there is full accountability.
- The curriculum provides good opportunities for pupils to develop their skills through detailed subject plans and interesting topics. Pupils enjoy visits, such as their trip to London, as well as having visitors such as artists. These enrich the curriculum well.
- The school promotes pupils' spiritual, moral, social and cultural development well. For example, the resources for religious education include the Qu'ran wrapped in cloth on its stand. Pupils are polite and well mannered, know right from wrong, cooperate well with each other and engage well in sporting and cultural events.
- The school has carefully considered how it will use the extra sports funding to ensure the well-being of all pupils and that its impact can be sustained. It has entered into a sports partnership to provide professional development for staff to ensure effective physical education and sporting activities. It is also replacing and improving equipment.
- There are excellent links with parents and carers, who are very pleased with the education their children receive. They are well informed through, for example, well-presented newsletters and comprehensive reports on their children's progress.
- The school receives an annual health check from the local authority officer that provides effective feedback.
- **The governance of the school:**
- Governors fulfil their statutory duties well and provide good support and challenge to the school. They know how effective teaching and learning are because they visit classes themselves and the headteacher keeps them informed through her termly meetings with subject leaders. Governors carry out regular health and safety checks and make sure that all safeguarding policies and procedures are in place so that pupils and staff are kept safe. The bursar keeps them well informed regarding school finances, which they carefully check, including the pupil premium funding and how it is spent. They know how well pupils in the school are doing from regular updates from the headteacher and the data provided. The chair ensures all governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are involved in setting targets for the management of the headteacher's performance and have also been involved in the review of the process that is in place for staff.

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	125144
Local authority	Surrey
Inspection number	431446

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair	Christopher Hyland
Headteacher	Jayne Venables
Date of previous school inspection	6 March 2009
Telephone number	01252 716305
Fax number	01252 716305
Email address	admin@standrews-infant.surrey.sch.uk

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