

Charlwood Village Infant School

Chapel Road, Horley, Surrey, RH6 0DA

Inspection dates

20–21 March 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 make good progress to reach above average standards in reading, writing and mathematics by the end of Year 2.
- Achievement is good because pupils have the opportunity to talk about what they are learning. This ensures teachers know how well they understand their work.
- Teaching is good because teachers provide interesting activities that pupils enjoy and take part in enthusiastically.
- Pupils enjoy school and respond quickly to classroom routines. They know how to keep themselves safe and treat each other and the environment with respect.
- Parents and carers are overwhelmingly positive about the school because staff and governors work exceptionally well to create a safe, welcoming environment.
- The school has worked effectively at improving attendance since the previous inspection which is now well above the national average.
- Governors, leaders and managers have ensured that teaching has remained good since the previous inspection so that pupils continue to achieve well.
- The school promotes pupils' spiritual, moral, social and cultural development well, using global and national links to ensure pupils understand what life is like both in the United Kingdom and further afield.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure pupils make rapid progress across a wide range of subjects.
- Teachers and leaders do not measure pupils' progress in subjects other than English and mathematics sufficiently rigorously to ensure all pupils are learning rapidly.
- Guidance provided in pupils' books does not always secure the intended improvement because teachers do not follow it through to ensure all pupils have clearly understood.

Information about this inspection

- The inspector observed six lessons or parts of lessons jointly with the headteacher. This included the teaching of phonics (letter patterns and the sounds they represent), reading, writing and mathematics.
- Meetings were held with staff, pupils, parents and carers, and representatives from the governing body and the local authority. The inspector heard pupils read and discussed behaviour, safety and learning with groups of pupils. She looked at behaviour around the school, including in lessons, in the playground and as pupils ate their lunch.
- The inspector looked at pupils' work in lessons as well as the work they have completed over time in their books.
- The 40 responses to the online Parent View survey were taken account of as well as the views of parents and carers spoken to during the course of the inspection. Questionnaires completed by nine staff were also considered.
- A range of documents was scrutinised including those related to safeguarding and child protection, behaviour and attendance, the school's evaluation of its own effectiveness, development planning, pupils' academic performance and checks made on the quality of teaching.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Full report

Information about this school

- This infant school is much smaller than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is far lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is slightly higher than national.
- Far fewer pupils are in receipt of the pupil premium, which is additional funding for children in care, pupils known to be eligible for free school meals and those with a parent or carer serving in the armed forces, than is the case nationally. Currently there are no pupils in local authority care or from service families on roll.
- Most pupils are from White British backgrounds. A number of ethnic minority groups are represented in varying proportions.
- The headteacher has been seconded to another school for two days per week since the beginning of this academic year as an interim headteacher.
- The school is currently expanding to become a primary school. The current Reception class will be the first class to have the opportunity to stay on through until Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that pupils make rapid progress across a wide range of subjects by ensuring:
 - teachers follow up guidance given in pupils' books so that all pupils quickly improve in identified areas
 - teachers and leaders measure pupils' progress in subjects other than English and mathematics rigorously.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills that are broadly in line with those of typical four-year-olds in most areas of learning apart from in reading, writing and mathematics where they are slightly lower. They begin to make good progress immediately because activities are fun and varied so they stimulate children's interest in learning.
- This good progress continues in Key Stage 1 and pupils leave Year 2 with standards that are above average in reading, writing and mathematics.
- Phonics is taught increasingly well so the proportion of pupils reaching expected levels in the phonics check in Year 1 is rising. By the time pupils leave at the end of Year 2, they are competent, confident readers who enjoy books and can explain clearly what they do to tackle unknown words.
- Pupils make good progress in developing writing and mathematical skills too because there are plenty of opportunities to apply skills across a range of subjects. These well-developed skills and attitudes will stand them in good stead as they move on to junior school.
- Disabled pupils and those with special educational needs make good progress because teaching assistants are well trained to meet their particular needs and the school works well with outside agencies to ensure any specialist help is available.
- The school uses the pupil premium funding well to ensure that gaps in attainment between those pupils eligible for it and other groups are narrower than national or are closed completely. For example, at the end of Key Stage 1 in 2013, the gap in reading and mathematics was approximately one term and there was no gap in writing.
- More-able pupils achieve well because there is challenge in lessons which ensures they make equally good progress as other groups.
- Pupils from different backgrounds, including those from ethnic minority groups, make equally good progress because the school is committed to promoting equal opportunities.

The quality of teaching

is good

- Pupils learn well because teachers present lessons in fun, exciting ways so they are motivated to complete activities. In a phonics lesson in Reception, pupils learnt quickly because there were different tasks which involved speaking, reading and moving around the classroom. This kept interest levels high and ensured all pupils made good gains.
- Pupils learn equally well when they are supported by teaching assistants. In a mathematics lesson in Year 1, pupils quickly secured their understanding of odd and even numbers because the teaching assistant asked questions that helped their thinking.
- Pupils respond well to teachers' careful questioning. Questions encourage pupils to solve problems and explain and elaborate on their ideas. By talking about learning so frequently, pupils' thinking skills develop quickly and they can show teachers how well they understand.
- Pupils' understanding is deepened because strong links across subjects allow them to acquire a broad range of knowledge and practise skills in real-life situations. For example, to understand the themes in the traditional tale 'The Little Red Hen', pupils actually ground up wheat in a pestle and mortar, measured the dough to check it was rising and wrote about the experience. Their pride in their own accomplishments was tangible and their tenacity rewarded when they finally sat down to eat the finished product.
- There is a good level of challenge to interest and engage more-able pupils. For example, in a Year 2 mathematics lesson, most pupils had to answer questions based on the information in a table. The more-able, however, were highly absorbed in planning their own questions to show how well they understood what information could be extracted from the same table.
- Teachers correctly identify what will help pupils improve their work and write clear guidance in

pupils' books accordingly. However, teachers do not always follow this through which prevents a few pupils from securing the improvement point in question. For example, a focus on using full stops accurately to improve writing was effective in ensuring most pupils developed this skill; however, teachers did not continue to focus on this for the few who needed some more practice, which prevented those pupils from making the same rapid progress as the others.

- Teachers check pupils' progress really carefully in reading, writing and mathematics. In other subjects, they have a good understanding of what pupils need to do to develop appropriate skills but do not currently check this with the rigour needed to ensure pupils are making rapid progress, for example, in their drawing and painting skills or their historical or geographical knowledge.

The behaviour and safety of pupils are good

- The behaviour of pupils is good because pupils show kindness and respect at playtimes and in lessons. They take particular care of the school environment, showing good understanding of issues such as recycling and saving energy. Relationships among pupils and between pupils and staff are very positive because the school fosters good relationships and ensures there is no place for discrimination of any kind.
- In lessons, pupils follow routines and instructions well so time is well used for learning. Pupils move from one activity to another at a brisk pace, know where to get resources and tidy up well so classrooms remain really effective working environments.
- Attitudes to learning are good. Pupils respond enthusiastically when completing interesting tasks, work well with their classmates and talk thoughtfully about their learning. However, attitudes are not outstanding because there are occasions when attention can wander and pupils become less focused, such as when they have to wait their turn in a game or activity.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers, staff and pupils alike, agree unanimously that pupils feel safe.
- Pupils have a well-developed understanding of bullying for their age. They know that it is persistent, unkind behaviour of varying types. They are adamant that it does not happen in their school, citing how lessons and assemblies on anti-bullying show them how hurtful it is so they do not want to do it.
- Lessons in how to cross roads, what to do when out cycling and how to behave on the internet help pupils to develop a keen understanding of how to stay safe.
- Behaviour is managed well. The school works exceptionally well with pupils who have particular behavioural needs. Thorough and well-thought-out plans support them to develop helpful strategies to manage their own behaviour increasingly well so that incidents of inappropriate behaviour are greatly reduced.
- Attendance has improved significantly since the previous inspection and is now well above average.

The leadership and management are good

- Leaders base their development plans on a thorough and accurate view of what the school does well and what it needs to work on to ensure pupils make increasingly rapid progress. They collaborate well as a team and pool expertise to maximise the impact of their work.
- Leaders manage teachers' performance well to continually improve classroom practice. They provide staff with high-quality training and the checks they make on the quality of work in lessons and in books are detailed and helpful. This ensures teachers and teaching assistants have a broad range of skills to support pupils in their learning.
- Leaders set teachers targets to ensure individuals and groups of pupils make equally good progress and meet with them regularly to check that pupils are on track. Leaders offer good ideas and support to help teachers meet their targets.

- Leaders have shown they have clear capacity to continue to make improvements. For example, they have successfully improved attendance since the previous inspection and senior and middle leaders have ensured that the school runs smoothly on the days the headteacher is on secondment.
- Senior and middle leaders have been developed well in their roles and ensure thorough checks are made on pupils' progress in reading, writing and mathematics. Leadership and management are not outstanding because senior and middle leaders are not as rigorous in checking progress in other subjects.
- The curriculum is well thought out. There are opportunities for pupils to practise key skills, such as using numbers and writing, across different subjects. This strengthens their learning and means they can see the practical application of skills in tasks such as writing a diary entry in role about the Great Fire of London.
- The school is committed to pupils' physical well-being as well as their academic skills. The sports funding is being used to provide increased opportunities to develop key skills and participate in a wider range of sports. A careful analysis of current gaps in provision has enabled leaders to ensure they provide resources, activities and targeted teaching to enhance pupils' experiences. For example, there will soon be a trim trail because pupils rightly pointed out that opportunities to develop climbing and balancing skills were limited.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Links with schools both abroad and in a different context in the United Kingdom mean pupils see what life is like in contrasting locations. Topics are supported by trips to museums, art galleries and places of worship, which strengthens pupils' understanding. Stories with clear moral messages and discussions about bullying and internet safety give pupils opportunities to think about right and wrong.
- The local authority provides appropriate support and challenge on a light-touch basis because it has correctly assessed that the school is good and therefore has internal capacity to identify and drive improvements.
- **The governance of the school:**
 - Governors know their school well. They use a range of sources to ensure they know how it compares to schools both nationally and locally. They ask challenging questions of senior leaders to ensure groups and individual pupils are doing equally well. Governors are involved in shaping development plans and their close links with the school enable them to evaluate how well improvements are being made on a regular basis. They know that teachers are set targets linked to performance which they have to meet to secure a pay rise and support senior leaders in implementing this, especially where a pay rise is not to be awarded. Governors understand that the quality of teaching is improving because they know that pupils are making ever increasing rates of progress. Governors attend relevant training to keep their skills and understanding up to date. The governing body regularly reviews the range of skills its members can offer to ensure individuals are best matched to the necessary roles. There is a strong focus on ensuring pupil premium funding is well spent. The dedicated governor briefs others on how gaps have narrowed and discusses effective strategies with school leaders. The school ensures safeguarding requirements are met to the highest standards.

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	124946
Local authority	Surrey
Inspection number	441052

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Dave Bunn
Headteacher	Vicky Lanham
Date of previous school inspection	7–8 October 2010
Telephone number	01293 862302
Fax number	
Email address	office@charlwood.surrey.sch.uk

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