

Grayshott Church of England Controlled Primary School

School Road, Hindhead, GU26 6LR

Inspection dates 27–28 November 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children in the early years settle quickly and are taught well.
- Pupils now achieve well because teaching is consistently good and activities are well planned.
- Effective teaching of phonics (the sounds letters make) enables pupils to make good progress in reading, writing and spelling.
- Pupils in Key Stage 1 make good progress, with the most recent results showing improvements.
- Progress measures and attainment at the end of Key Stage 2 improved last year.
- The headteacher has raised the school's expectations. Staff and governors have responded to this very positively. Well-planned actions are having a positive effect on achievement, assessment and the early years.
- Pupils are polite and caring towards each other and the staff. They like coming to school and try their best in lessons. They feel safe in school. Their attendance has improved since the last inspection.
- Pupils' spiritual, moral, social and cultural development is strong. Together with the values of the school, this prepares them well for the future.
- Most parents are happy with the school and all would recommend the school to others.
- Pupils with special educational needs and disadvantaged pupils are well supported by the staff.

It is not yet an outstanding school because

- Some of the initiatives introduced by subject leaders and middle managers over the previous school year are not yet secure.
- The wealth of data produced by the school is in a complex format and not easy enough for staff and governors to access.

Information about this inspection

- The inspectors observed teaching in all classes and were accompanied by the headteacher in four lessons. The inspectors looked at pupils' work, spoke with them in lessons and listened to some of them read. The inspectors also visited the playground and talked to pupils to gain their views.
- The inspectors examined a range of documents, the school's plans for improvement, policies about keeping pupils safe, and explored a range of data regarding pupils' progress.
- The inspectors had discussions with the headteacher, assistant headteacher, subject leaders, members of the governing body and a local authority officer.
- Views of 53 parents from the Parent View website were analysed and considered as well as the views of parents who spoke to the inspectors during the inspection.
- Eight responses returned from the questionnaires of teaching and non-teaching staff were analysed.

Inspection team

Julie Ritchie, Lead inspector

Additional Inspector

Penelope Orme

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average primary school.
- The vast majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs is one tenth. This is below average.
- The proportion of disadvantaged pupils supported through the pupil premium is below a tenth. This is much lower than the national average. The extra government funding supports pupils who are eligible for free school meals and those looked after by the local authority.
- The early years provision is full time.
- 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?

- Secure the work of subject leaders and middle leaders by ensuring that they:
 - have regular opportunities to observe classroom practice
 - check teachers' planning and pupils' work
 - verify the accuracy of one another's judgements across different year groups.
- Use the wealth of available data to produce summary documents that are easy for staff and governors to access.

Inspection judgements

The leadership and management are good

- The headteacher has developed a clear system for the management of teaching and learning across the school. As a consequence, improvements to the quality of teaching and learning have resulted in rising achievement.
- Since the previous inspection, senior leaders have worked hard to improve opportunities for the pupils in mathematics, English and early years. Due to their endeavours and the governors who support them, the school has improved since the previous inspection.
- The work of middle leaders and subject leaders is improving. However, some are new to their roles and some of the initiatives they have introduced are not yet secure. They are not yet fully involved in observing lessons, checking teachers' planning and pupils' work or making sure their judgements across different year groups are as accurate as possible. This means, while increasingly positive, their impact is not as great as it could be.
- The ambition of the headteacher and governors has driven the school forward since its last inspection.
- There has been a focus on improving the support given by teaching assistants to pupils who need extra help within the classroom. This has been enthusiastically embraced by the staff, resulting in enjoyment, engagement and achievement in lessons for all the pupils involved.
- Additional funding for disadvantaged pupils has been used effectively to close the gap against that of other pupils in the school and nationally in reading, writing and mathematics by the end of Year 6.
- The curriculum is very exciting, offering enrichment for all pupils. It is especially engaging for boys, for example with superhero themes. The pupils have helped to develop the curriculum and the school council monitors the subject areas within it. School council members are linked to a subject area and meet with other pupils, subject leaders and governors to discuss subject initiatives and progress.
- The senior leaders enable effective training for staff to take place in school by sharing good practice with other schools and through the effective support offered by the local authority. This has resulted in good teaching, underpinned by a deep knowledge of individual pupils and consistent planning. This is closely linked to performance management.
- There is a clear commitment to equality and ensuring there is no discrimination. All pupils, whatever their ability or background, have the opportunity to take part in the school's activities.
- Leaders and managers, including the governing body, make good use of the wealth of data to judge the school's performance and compare the performance of different groups of pupils. However, the summary documents produced are overly complex. The setting of teachers' targets is based upon pupils' progress and senior leaders and governors firmly hold teachers to account for these targets through the management of their performance.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils reflect on the values of the school and are active in embracing them. Pupils demonstrate a strong understanding and respect for cultures and faiths other than their own and are well prepared for life in modern Britain. They have been involved in assemblies to outline the different forms of bullying. A class assembly based on the television show, 'The X Factor', was exciting, and enjoyed by pupils, staff and parents. The judgements the 'X Factor' panel made were about the curriculum since September, showing what the class had learnt, including a visit to Brooklands Motor Museum.
- The primary physical education and sport premium has enabled all pupils to have the opportunity to receive specialist sports coaching. As a result of this high-quality input, pupils participate more widely in sport and have also increased their knowledge and enthusiasm of a variety of games. Hockey, rugby and football were observed during the inspection.
- Pupils have a good understanding of their own and other cultures through the study of different religions and projects with an international theme, such as one centred on New York. These are deepening pupils' understanding.
- All parents at the school gate commented that their children 'love school and are very happy to come to school'.
- The school's arrangements for safeguarding pupils are effective and meet statutory requirements.
- **The governance of the school:**
- The governing body shares the headteacher's ambition for the school and contributes effectively to its strategic direction. Governors are very knowledgeable about the school's strengths and areas for development and actively support the school in any way they can. They know the quality of teaching has improved and is now good. They have a good overview of pupils' progress and comparing the school to the national picture. They ask challenging questions about pupil outcomes. The governors have supported

the headteacher in changing the staff profile, resulting in improved teaching. Governors understand the purpose of the pupil premium and know how the funding is spent and the impact it has on pupils' progress. They monitor the additional funding for sport and ensure it is being managed effectively. They are knowledgeable about the school's budget and how it is being spent to enhance pupils' education and the school environment. They take responsibility for the headteacher's performance management and are well informed about the arrangements to appraise other staff, what the school is doing to tackle underperformance, and about salary progression being linked to pupils' progress. Safeguarding arrangements meet requirements, with a member of the school council sharing this responsibility and presenting the views of pupils to the governors.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Parents feel the school encourages their children to be well behaved. Teachers have high expectations of behaviour and manage behaviour well across the school. Pupils have an excellent knowledge of the rules and routines of the school through showing care and support for each other and the staff.
- Pupils behave well and take pride in their appearance and their school.
- As pupils progress through the school they show increasingly mature attitudes to learning and their future, recognising that in order to achieve they have to pay attention. Pupils were able to say what they would like to be when they grow up, such as an engineer, a footballer, and a pet photographer. A pupil from Year 1 was hoping to become a mermaid.
- Behaviour records are well kept and the school manages behaviour very well.
- Pupil achievement is celebrated in special assemblies highlighting the importance of learning.
- As a result of the school's clear initiatives on attendance, pupils attend school regularly and on time. The number of persistent absentees has reduced. Attendance is improving.
- Occasionally, pupils lose concentration and need reminding of the school's rules and expected classroom behaviour.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel well looked after by staff and speak appreciatively about the care they receive.
- Pupils have a good awareness of personal safety and know how to keep themselves safe. The pupil council is involved in promoting safeguarding and health and safety around the school. Pupils are aware they can raise any issues through their school council.
- Pupils say they feel safe in school and know how to seek help and support if needed.
- Pupils have had lessons on all types of bullying, including cyber-bullying. They know to go straight to the staff team to raise any concerns and that these worries will be dealt with immediately.
- Older pupils run clubs for younger pupils building strong relationships across the school.
- Parents who responded to Parent View felt their children were safe at school and parents at the gate said their children like the school, especially the new curriculum.

The quality of teaching is good

- Parents commented positively about the quality of teaching. Governors, staff and pupils expressed similar views. Inspection evidence supports these views and indicates the quality of teaching over time is now good. Observations of current teaching confirmed this is being consistently maintained.
- Marking is consistent across the school. Teachers write comments for pupils to act upon in purple ink and time is given for them to respond during 'book surgery'. Teachers make it very clear to pupils how well they have done and what they need to do to improve their work. There is evidence in books to show that pupils reflect and act on the comments made. If the pupils' work is accurate, the teacher puts in a further question so that all pupils have to extend their learning.
- When planning lessons and activities, teachers use their knowledge of pupils' prior learning. A focus is placed on pupil groups and their progress. All pupils have targets and are able to say what they are. Some

pupils write their own next steps in learning.

- In Reception, children benefit from a wide range of activities both in the developing outdoor area and in the classroom. These activities are lively and interesting, and engage the children's curiosity.
- Expectations of behaviour are high and children behave well in lessons. Positive relationships are a strong part of school life.
- Pupils benefit from different ways of learning, including finding things out for themselves and working cooperatively with others. They value bouncing ideas off one another.
- In mathematics, pupils are encouraged to investigate and solve problems, and discuss their answers. Teachers check and challenge pupils' thinking, and show excellent subject knowledge and a deep understanding of what the pupils need to do to progress further.
- The impact of teaching on writing is good. For example, pupils used a debate on turning more of their playground into parking spaces to write high-quality persuasive paragraphs.
- The pupils enjoy books and have very positive attitudes towards reading. Phonics is taught effectively and the younger children use their skills to help when reading difficult words.

The achievement of pupils

is good

- Children join the Reception class with skills and abilities that are typical. They make good progress, and by the time they enter Year 1, are well prepared for learning.
- Reading skills are improving with phonics taught well and children using these acquired skills successfully in their initial efforts in reading and writing. As a result, the children are well prepared for the reading check in Year 1, with an above average proportion meeting the required standard.
- Achievement in lessons is good, with good support from teaching assistants and the special educational needs coordinator. There is challenge at all levels, with a choice of 'mild', 'hot' or 'spicy' mathematical challenges on offer, 'mild' being the easiest choice of challenge for the pupils. This enables them to select activities that they consider are at the right level for them and become more involved in their learning.
- The most-able pupils receive challenge in lessons and the school has employed a teacher to further extend this group. Pupils are excited by their learning and very eager to achieve both for themselves and the teaching staff. 2014 results showed an increase in their achievement in mathematics and writing.
- Pupils make good progress across the school with progress monitored half-termly by the staff team and governors. This results in timely programmes of support being introduced when required. Pupils are confident readers. Pupils across the school show a genuine interest and enjoyment in reading and were eager to demonstrate these skills in all lessons.
- Writing is improving across the school, a result of teachers' structured approach to the teaching of writing and the high-quality marking and feedback.
- Achievement in mathematics is good. The proportion of pupils exceeding the expected progress in mathematics in 2014 was high compared with schools nationally. Pupils enjoy problem solving and were observed in one lesson working out their own steps for success based on the teacher's introduction and the learning objective.
- The pupil premium is allocated effectively in supporting the very small number of eligible pupils in each year group. This enables these pupils to make at least the same progress as other pupils. The gap in their attainment with other pupils in the school has been closing. Their attainment in 2014 was in line with other pupils in the school in writing and mathematics, and two terms behind their peers in reading. In 2014, Year 6 pupils achieved significantly above pupils nationally who were not eligible for the pupil premium in mathematics and writing, and above the other pupils nationally in reading.
- Parents are very positive about the education of their children and the progress they make, with one person commenting, □I am amazingly proud of the journey the school has made and, as a parent, thrilled my children are part of this journey too.□

The early years provision

is good

- Home visits and visits to pre-school providers ensure staff build up knowledge of and a relationship with the children and their parents before they start school. This relationship between home and school is nurtured so that parents can support their children's learning and contribute to records of their

achievement, or learning journeys.

- There have been many developments in the work of the early years, ably led by the assistant headteacher. Following support from the local authority, the learning areas have developed with the outside and inside learning areas offering exciting, engaging opportunities. Good teaching means that children achieve well and are well prepared for transition to Year 1.
- The teaching of phonics is good; children enjoy these lessons, which give them a secure base for reading and writing.
- The children know the school's rules and routines, and can find resources and tidy up, responding immediately to staff. Their behaviour is good.
- Questioning extends the children's learning and they are excited to talk about what they are doing, showing their skills in counting and writing.
- The early years provision provides a safe, secure learning environment for the children with positive relationships between staff, children and their parents.

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	449008

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	199
Appropriate authority	The governing body
Chair	Anna Finey
Headteacher	Paul Davies
Date of previous school inspection	12–13 December 2012
Telephone number	01482 605596
Fax number	01482 607889
Email address	adminoffice@grayshott.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

