

Ash Grange Children's Centre and Primary School

Ash Church Road, Ash, Surrey GU12 6LX

Inspection dates	14–15 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The strong leadership of the headteacher has ensured that significant improvements have been made since the last inspection.
- Teaching has improved to be consistently good and standards have risen as a result.
- All groups of pupils across the school are making expected progress.
- Pupils' achievement is in line with national expectations at the end of Year 6 and slightly above at the end of Year 2.
- Highly effective leadership of provision for pupils with special educational needs or disability and disadvantaged pupils is ensuring that these groups make good progress.
- Pupils are extremely proud of the school and take pride in their work. They are courteous, polite and care for each other. The school is calm and orderly and pupils feel safe.
- A broad and balanced curriculum providing rich learning and exciting topics ensures equal opportunities for all pupils.
- Parents are very supportive of the school and its leaders. They are appreciative of the improvements that the headteacher has brought about.
- Governors and leaders know the school well and have clear plans to continue improving the school.
- Provision in the early years is good and the children are making good progress from their starting points.

It is not yet an outstanding school because

- Pupils make expected progress rather than accelerated progress.
- Pupils' writing skills are not developed as well as they could be.
- Some of the most able pupils are not challenged to extend and deepen their learning across the curriculum, including in mathematics and English.

Full report

What does the school need to do to improve further?

- Increase opportunities for sustained writing across the curriculum through:
 - making sure that pupils' writing shows that they can apply the skills they have been taught
 - ensuring that teachers' feedback to the pupils is timely and provides appropriate support
 - developing pupils' stamina to write for longer periods.

- Make sure that more of the most able pupils exceed national expectations in mathematics and English through:
 - targeted challenge and timely intervention
 - carefully planned work to match their learning needs
 - providing focused challenge to deepen their learning.

Inspection judgements

Effectiveness of leadership and management **is good**

- The headteacher, deputy headteacher and assistant headteacher have brought about significant improvements since the last inspection. They know their school extremely well and have developed a robust culture of learning. This has led to improvements in both teaching and standards. Their vision for the school is clearly evidenced on the school's detailed and informative website.
- Leaders are ambitious for their school and have high expectations for all. They have clear and detailed plans in place to ensure that the school continues to improve. One parent said 'My children love the school and all the teachers and the headteacher have worked hard to improve it. All my concerns are dealt with and I feel as though my children have a voice here.'
- Leaders have created an ethos and culture within the school that embodies their school values, 'Care, Shine, and Learn', and staff understand and support the values and vision of the school. These values permeate the school, and there are clear systems and structures in place to ensure that these values are alive. This makes sure that the pupils are clear about their learning, know how to care for one another and know that they are expected to do their best. One parent said, 'The headteacher leads from the front, she knows all the children and encourages them to shine from within.'
- Leaders have clear and effective plans for improving teaching and they visit classrooms regularly providing support and challenge to teachers; this has led to an accurate view of the quality of teaching. They provide verbal and written feedback to teachers and take robust action to address any weaker teaching, supporting those who need additional help to improve their skills. This has led to a rapid improvement in the quality of teaching. The quality of teaching is good; no outstanding teaching was seen during the inspection or evidenced within the observation data set by the headteacher.
- The school's development plan is detailed with clear monitoring that allows leaders to evaluate the school accurately. The school development plan drives forward the work of the school and staff training links clearly to the actions, ensuring that everything is focused on continuous progress. All leaders contribute to school improvement and make frequent and rigorous checks on teaching. They take account of a range of indicators, including a focused tracking system that provides a detailed breakdown of data, regular meetings with teachers to look at pupils' progress, observations of pupils' work in books and frequent informal walks around the school.
- The curriculum is creative, broad and balanced. It makes clear links between subjects and progression in pupils' learning is evident within the planning. Rich learning experiences are provided for the pupils to help them develop their understanding further. For example while studying Egyptians the pupils in Year 5 had a reading book related to the topic, attended an ancient Egyptian workshop and discussed a play about the person who discovered Tutankhamen's tomb. The learning environment has displays that showcase and support learning and the pupils are proud of their work and keen to show the variety of learning. The curriculum does not provide enough opportunities for the most able pupils to excel across all curriculum subjects, including English and mathematics.
- The curriculum is suitably enriched by a programme of extra-curricular clubs, activities and educational visits. These are carefully planned to ensure that all pupils can participate. They particularly enjoy the new music room, the opportunity to swim regularly in their own swimming pool and learning Spanish with a Spanish teacher.
- There is a very well-run breakfast and after-school club for pupils which provides a wide variety of activities as well as care. Pupils have a say in how this is run and make suggestions for activities, such as a talent show and mini-Olympics, and what food they would like to eat.
- Subject leaders' understanding of their roles and responsibilities has improved significantly since the last inspection. They plan the curriculum in their subject areas, deliver training, support teachers with planning for the class, carry out checking of work and observe the quality of teaching with senior leaders. This has led to progress in pupils' books and improved quality of teaching. Subject leaders provide challenge and support for teachers and meet to discuss the progress that pupils make. They provide support with marking and feedback to ensure that it is subject-focused. Subject leaders are clear about standards within their subjects and what more needs doing to continue to raise standards.
- Leaders have purchased a new system for tracking pupils' progress that meets the current requirements. Pupils' progress in reading, writing and mathematics is checked regularly and if pupils are not doing as well as expected they are provided with additional support to help them make better progress. The impact of this support is then checked to ensure that progress is being made and that the right support is in place. This approach, along with the rigorous focus upon the quality of teaching, has led to all groups of pupils making good progress. The senior leaders have focused on raising the

achievement and attainment of pupils to good; it is not yet outstanding.

- A highly effective system of managing the performance and training of staff is closely linked to the school development plan and the drive towards enabling everyone to excel. Staff are very clear that they are fully accountable for pupils' progress and they use data highly efficiently to ensure that planning and teaching enable pupils to attain to expected standards.
- Sports funding is used well. The physical education scheme in use has led to a strong understanding of the skills progression within physical education and teachers use video recordings and assessment books to capture the learning of their pupils. The pupils assess themselves and others and have clear targets for improving their practice or gymnastics routines. This has led to an improved quality of lessons.
- The additional pupil premium funding is used efficiently and across the school disadvantaged pupils are making progress in line with others. Support is in place to close the gap and there is additional provision in the classrooms from learning assistants; this is helping reduce the gap. Additional provision and resources are also provided for parents to encourage support at home. A parent said 'I attended a workshop on handwriting led by the headteacher. She was fantastic, full of ideas and knowledge.' Leaders work successfully to ensure that all pupils have equal chances to succeed and ensure that disadvantaged pupils have the same opportunities as others so that they succeed academically and individually.
- Pupils from different minority backgrounds are making good progress across the curriculum.
- British values are successfully promoted through the curriculum. Pupils understand the democratic process by taking part in elections to posts of responsibility. Acts of worship encourage pupils to reflect on the meaning of religious and other events. Pupils still vividly recall the assembly on Remembrance Day for they each drew a poppy to commemorate someone in their family who had died. One assembly during the inspection focused on the Queen and offered opportunity for reflection about responsibility and service to others. Pupils took part in the 'Clean for the Queen' project and were proud of what they had done for the community.
- Leaders make sure pupils are safe and the well-being of every pupil is a priority. Spiritual, moral, social and cultural education permeates the curriculum and pupils are curious, reflective and compassionate learners who are provided with a range of learning to help them reflect upon the community, democracy and freedom.
- **The governance of the school**
 - Governors provide a high level of support to the school and leaders. They know the school well, and keep themselves informed by visiting the school regularly to gain first-hand information from leaders.
 - Governors have an accurate view of the quality of teaching and its impact on pupils' progress. They seek assurance that the management of teachers' performance is linked to pay progression. The governors ensure that only good teaching is recognised. They challenge underachievement and poor performance.
 - Governors check pupils' data and ask leaders how well pupils are learning. They are fully aware of assessment practices within the school and challenge staff to provide evidence to support their views on pupil progress.
 - Governors ensure that the school's finances are managed effectively. They review the impact of spending including the use of the government's additional funding, known as pupil premium, and the physical education and sport premium. Governors ensure that resources are used effectively to drive forward standards for all pupils.
 - Governors are highly committed to continuous school improvement and through rigorous recruitment have ensured that the school has good capacity to improve further.
- Arrangements for safeguarding are effective. Statutory requirements are fulfilled by leaders. The arrangements for the safeguarding of pupils are robust and secure. Training for child protection occurs annually and there are clear procedures and strategies in place to keep children safe. All parents who completed Ofsted's survey, Parent View, responded that they agreed that their children were safe.

Quality of teaching, learning and assessment is good

- Teaching has improved significantly since the last inspection under the strong leadership of the headteacher and other leaders. Teachers' secure subject and assessment knowledge is used to build on pupils' prior learning and pupils are encouraged to make links between different areas of their learning.

- Expectations of pupils' learning are high and effective planning leads to clear outcomes for the pupils. Pupils apply themselves well to their learning and use the school assessment system 'Show I understand' to help them reflect whether they are demonstrating their learning effectively.
- Teaching of writing focuses upon all subjects and pupils are clear in their understanding of different styles of writing. A focus on English grammar, punctuation and spelling has led to good outcomes and understanding; however, pupils do not write at length sufficiently to apply these skills.
- Mathematics teaching has improved since the last inspection and the mathematics leader has worked effectively with teachers to develop their subject knowledge and skills. Mathematics planning is pitched to what pupils are expected to learn at different ages and this has led to good progress which can be seen in the books and lessons.
- Where challenges are used effectively this leads to higher rates of progress and deeper learning. This was evidenced in a Year 5 mathematics lesson where the pupils were provided with different levels of challenge for solving a problem through reasoning. Previously learned strategies were used combined with a real-life problem to solve; this encouraged enthusiasm and engagement from the pupils. They responded well to the challenges and grappled with the mathematics. This kept them motivated and on task for the entire lesson. The pupils were keen to challenge themselves and one pupil said 'The activities are challenging but fun.' The work in their books reflected the depth of the challenge. A Year 6 mathematics lesson on scatter graphs provided a clear structure and a demonstration of each step required, and pupils were involved and engaged in the task. The challenge provided for the pupils was not demanding enough for the more able. Some of the most able pupils are not set high enough challenges to raise standards higher or deepen their learning.
- While assessment is used effectively to plan pupils' lessons building on prior knowledge and skills, teachers do not always provide incisive and timely intervention to pupils and this hinders their progress. Where feedback is timely and swift, as in a Year 1 mathematics lesson, pupils' learning is moved on rapidly. Questioning is used skilfully to draw out pupils' understanding during whole-class inputs, and pupils listen carefully to each other. Work in books generally reflects the school's marking policy. Marking does not always include next steps or delve into pupils' misunderstanding and this leads to missed opportunities to move the pupils' learning forward more rapidly.
- Teaching of letters and sounds is good and progress is evident within the books, classrooms and reading. Pupils enjoy their phonics lessons and are able to apply what they have learned in their reading. The most able pupils complete work quickly and opportunities for developing their learning further are missed as there is no additional challenge to extend their learning.
- The teaching of reading is a strength. Teachers promote reading for pleasure through the use of class texts by well-known authors and ensuring that pupils read regularly. Pupils are avid readers; they read at an age appropriate stage and some of them beyond. They have a variety of skills to draw on and are articulate and knowledgeable about the books that they read and enjoy. They read with fluency and accuracy and are able to talk about characters' feelings. Pupils are encouraged to read at home and the school has a wide range of books for pupils to borrow.
- Teachers use assessment information effectively to plan further learning. Where incisive and timely intervention is seen and learning time is maximised, this moves pupils learning forward rapidly. This is not yet consistent across the school. Challenging feedback for the most able is not always provided. This does not enable this group of pupils to move their learning on rapidly enough. Support programmes are having an impact on progress in English and mathematics. Where questioning is used skilfully to tackle pupils' misconceptions, this leads to swift progress within the classroom.
- Learning assistants in classrooms provide focused support for pupils and these pupils make good progress.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- Personal development and welfare of the pupils is good. There are strong systems in place to support pupils. This has led to pupils who are confident and self-assured.
- The school has worked effectively to develop its caring environment and nurture pupils' personal development and welfare. Pupils' views are listened to and respected. Pupils are proud of the school and take pride in their work. The environment is bright and attractive and helps to provide a feeling of being valued. The atmosphere and ethos of the school is calm and this helps promote a sense of well-being and feeling cared for.

- Pupils are incredibly polite and respectful towards each other and adults. Pupils conduct themselves well, they understand the need to be courteous and polite and they are articulate and confident learners.
- Leaders provide a safe environment for the pupils and this enables them to feel safe. They know that teachers would reassure them and comfort them if there was something troubling them. The pupils are clear who to go to if they have any concerns. They know about online safety and how to keep themselves safe.
- The environment is orderly and structured which allows everyone to move well throughout the school day. The pupils know what is expected of them. They understand the values of the school and strive to 'Care, Shine and Learn' at all times.
- Pupils recognise the different forms of bullying; however, they are clear that there are no such incidents in school. They do know that bullying would be dealt with and feel that teachers always help them. The inspectors saw no evidence of unkindness or bullying during the inspection.
- Parents like the ethos of the school. One parent commented: 'The ethos of the school is one of care and respect.' Parents overwhelmingly felt that their children are well looked after.
- The school actively promotes the engagement of parents, who are able to share concerns, and the majority of parents feel that their concerns will be dealt with.
- Pupils have clear moral obligations including raising money for charities.
- Attendance is improving and the school has worked incredibly hard to ensure that pupils attend school. There are a variety of motivational rewards, the favourites being the coloured wristbands which they are proud to wear.
- Some of the pupils display a clear hunger for learning. There are still a majority of pupils who do not display excellent attitudes towards their own learning. They are over-dependent on adults and will wait for help rather than tackle the task on their own.

Behaviour

- The behaviour of pupils is good.
- Pupils are thoughtful, courteous and polite. They are keen to talk with adults about their learning.
- Pupils are eager to learn, and the majority behave in lessons. Where work is well matched to their learning and suitable challenge given then there is no disruption to learning. Pupils feel that behaviour is good in the school. They are aware of behaviour sanctions but feel that 'they are not really needed because bad behaviour doesn't happen here'.
- Staff have high expectations of pupils' behaviour and use the policy effectively for rewards and very occasionally sanctions. The school records show that behaviour incidents have reduced dramatically since the last inspection and are now rare occurrences. The inspectors saw no poor behaviour during the inspection.
- The majority of parents feel that the school makes sure that its pupils are well behaved.

Outcomes for pupils

are good

- Leaders have relentlessly tackled underachievement and this has led to better outcomes and progress for all pupils. This means that they are well prepared for the next stage in their education. Year 6 last year were in line with national expectations and Year 2 were slightly above national expectations. Internal data shows that pupil progress is good.
- Rigorous and continuous monitoring, evaluation and clear actions mean that the legacy of pupils' underachievement has been successfully eliminated. Accurate assessments of pupils' achievements, combined with the work seen in their books, shows an encouraging trend in improvement in reading, writing and mathematics. Targeted support and help for English and mathematics are reaping rewards and there is clear evidence of the gap closing rapidly for all groups of pupils.
- Pupils with special educational needs and disability make good progress from their different starting points. This is due to strong leadership that ensures provision is accurate and appropriate with external intervention where necessary. The headteacher, who is also the special educational needs coordinator, works effectively with classroom teachers and learning assistants to ensure that resources and support are appropriate for these pupils.
- Pupils in the early years met national expectations last year and work seen in their learning journals would suggest that they are on track to meet national expectations at the end of this Reception Year.
- Year 1 and end of Year 2 phonics are predicted to be at least in line with national expectations and evidence in these pupils' books would support this.

- Pupils' reading is fluent and comprehension is appropriate to their age. Books are matched well to their ability and class books are used to stimulate and inspire pupils' imagination. Books are also used to link the topic work in an exciting way. The pupils are very proud of the new reading books for the more able readers.
- Disadvantaged pupils and pupils from minority ethnic backgrounds make good progress and achieve to the same standard as other pupils.
- Some of the most able pupils do not make as much progress as they should in mathematics and English. They are not moved on to harder work at an early stage, or provided with enough challenge to deepen their learning.

Early years provision is good

- From their different starting points, children are making good progress in the early years because of the support provided by leaders.
- The deputy headteacher has a good understanding of the strengths and areas for development in the early years department. She is determined that all children should make good or better progress. She is focused upon high-quality teaching and rich learning experiences for all children.
- Children's needs are identified and additional support is provided where needed, for example in the area of speech and language. Planning meets pupils' needs and interests across all areas of learning. The learning environment is well structured. It is not providing enough opportunities for children's work to be displayed.
- The teachers and other adults know the children well and they provide activities that motivate children and encourage them to be independent learners. The adults in the setting observe children and record their achievements in their learning journals. Parents are actively encouraged to contribute to the assessment of their child and the learning journals are frequently laid out so that parents can add to them. The journals, along with evidence that is captured electronically, provide a clear, detailed and accurate record of the child's progress.
- Staff plan and prepare a range of activities each day for indoor and outdoor learning; there is a good range of tasks with a balance of independent and structured activities. The routines are orderly and children set about learning purposefully.
- Teaching is good and some clear questioning was observed to ensure that pupils were challenged. This did not occur often, however, meaning that some pupils worked independently with no challenge to make them think and reflect upon their learning.
- Tasks provided during free-flow time offer some opportunities for independent learning. The children are able to select from a variety of learning tasks that are linked to their interests and current topic. Currently they are working on 'Am I the fastest?' An activity linked to this had a group of children, particularly boys, absolutely hooked on bouncing on a large ball, counting how many bounces they had done and then recording the number on the floor using chalk. The range of activities is purposeful, and provides some opportunities for developing English and mathematics skills. There were not enough activities to develop their imaginations or independent writing.
- Children are encouraged to talk and they are confident speakers who are clearly used to being asked what they are learning. They are not afraid to ask for help when needed and enjoy being asked questions. One pupil was able to talk confidently about the computer game where she had to share 12 items of food between four children. She counted carefully and said that they would have three cherries each; the next part of the game reinforced the 12 shared by four and on the final go she looked at the screen and said 'I don't need to share it, I know there is three each.'
- Children have mastered sounds and are using them to write sentences and blend them together to make words. They make a good start in learning to read because the teaching of phonics is effective. Writing opportunities are provided during free flow and structured writing occurs during lessons. During independent choice a lack of writing demonstration by the adults or encouragement to write mean that these activities are ignored by the children and writing opportunities are missed.
- Communication and language skills are evident during class and independent work. Children will talk openly and honestly; for example one child was asked by the inspector whether he was going to plan his maze on the sheet before building the Lego. He replied 'No, I don't like mazes and I don't want to make one.'
- Children remain focused on their independent learning and the shop provided great enjoyment and an opportunity to label the produce and count out money. Teacher intervention helped the children count accurately and reflect on prices.

- Safeguarding is effective and all adults know the children well. Robust and rigorous procedures to protect the children are clearly in place. Risk assessments are carefully considered and equipment is used sensibly. Children know that they are safe and the environment is enclosed and secure.
- Assessment of pupils upon entry is robust and parental involvement is encouraged.
- Children behave well and are kind and helpful. They respond well to the adults and follow instructions.

School details

Unique reference number	125116
Local authority	Surrey
Inspection number	10009203

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Peter Jackson
Headteacher	Marie Curtis
Telephone number	01252 328 589
Website	www.new.ash-grange.surrey.sch.uk
Email address	head@ash-grange.surrey.sch.uk
Date of previous inspection	27–28 February 2014

Information about this school

- This school is smaller than the average-sized primary school.
- There have been no changes to leadership since the last inspection.
- Pupils are taught in single year-age classes.
- There is a breakfast club and an after-school club run by the governing body.
- The proportion of pupils eligible for support through the pupil premium (additional government funding for pupils who are eligible for free school meals or children looked after) is above the national average.
- The proportion of pupils who have special educational needs or disability is below national average and pupils with a statement of special educational needs or education, health and care plan is above the national average.
- The proportion of pupils from minority ethnic groups is above the national average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspectors visited 17 lessons and were accompanied by senior leaders.
- Inspectors held meetings with the headteacher, other leaders within the school, governors and a representative from the local authority.
- Inspectors gathered pupils' views through talking to pupils around the school and in lessons. Pupils' views were also gleaned from some pupils who escorted inspectors around the school to look at the curriculum, behaviour and safety.
- Inspectors observed pupils' behaviour in lessons and around the school at the beginning of the day and at lunchtime.
- Inspectors scrutinised pupils' work across the school in a range of subjects to look at current achievement. Inspectors listened to a sample of pupils read in Year 2 and Year 6.
- Inspectors looked at a wide range of documentation including that relating to health and safety, safeguarding, equality, behaviour, anti-bullying, attendance, school self-evaluation, school action planning, reports on the quality of teaching, curriculum information, pupil premium, sports funding and assessment information.
- Inspectors took note of displays around the school and the work in outdoor areas.
- Inspectors spoke to a small number of parents during the inspection and took into account the 31 responses to Parent View.
- The 17 responses to the staff questionnaire were taken into account.

Inspection team

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