

# Inspection of Hurst Green Infant School

Wolfs Wood, Hurst Green, Oxted, Surrey RH8 0HJ

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Inspection dates: 9 and 10 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at Hurst Green Infant School. Staff provide interesting experiences in stimulating environments. Pupils are excited by this and keen to learn. There is much joy and laughter along the way. Leaders take full advantage of the plentiful outside space. Learning outside is a regular and much enjoyed element of school life. Pupils have all the equipment they need to stay warm, dry and safe outside while they explore the many rich learning opportunities, such as making fishing-rods to use in puddles.

Pupils get along well together. They are confident that adults care about them and will respond to any worries that they might have. They help each other out, for example when putting on aprons for painting. Pupils do not worry about bullying. Any hint of unkind behaviour is quickly dealt with by staff. Pupils are safe and feel safe.

Expectations of learning and behaviour are high. The changes that leaders have put in place, for example in strengthening the teaching of phonics, have raised expectations. Pupils have responded well. They move sensibly around school to get to their groups, and work hard once they are there. This helps them to learn well.

## **What does the school do well and what does it need to do better?**

Leaders have worked with determination to address the points for improvement from the previous inspection. For the most part, this has been successful. Leaders have worked in strong partnership with the local authority to help to strengthen provision. Staff are very positive about the changes that have been made, including leaders' support for their workload.

Leaders' renewed emphasis on early reading is well judged. Staff have all had the training they need to teach the phonics programme consistently well. Any pupils who start to fall behind in reading are quickly identified through regular assessments. Support helps pupils to catch up quickly. Pupils benefit from well-matched reading books which help them practise the sounds they have learned. By the end of Year 2, most pupils can read well. This helps them to access the wider curriculum and prepares them well for the next stage of their education.

Pupils build a rich vocabulary as they move through the school. Right from the start of Nursery, staff have a clear focus on supporting language development. Adults encourage children to talk while they play and explore together. As pupils move through the school, every opportunity is taken to highlight and use interesting words. Pupils are increasingly keen to explain their thoughts and ask questions. They are articulate and curious, and this helps them to learn.

The curriculum is broad and balanced. In English and mathematics, the curriculum is well sequenced. It is clear what pupils learn as they move through the school. However, the knowledge and skills pupils learn from early years to Year 1, in some

foundation subjects, have not always been clearly identified. Sometimes, this can lead to unnecessary repetition of some learning. For example, pupils learn about mixing the same colours in art lessons in both Reception and Year 1. Leaders are aware of this and know the importance of ensuring pupils develop knowledge as they move through early years and then into key stage 1.

The effectiveness of support for pupils with special educational needs and/or disabilities (SEND) is inconsistent. Staff know and meet the learning needs of pupils with education, health and care plans (EHC plans). However, this strong practice is not consistent for pupils with SEND who do not have EHC plans. Some parents of these pupils told inspectors that they do not always feel involved or informed about the support for their children. This can lead to the overall provision for these pupils not being as effective as it needs to be to help them achieve well.

Pupils' personal development is considered well. For example, pupils start to learn about democracy early on, by voting for the story they will share. These opportunities to develop social understanding also underpin whole-school events. For instance, pupils voted for their favourite puddings at the 'bake-off' to celebrate the Jubilee, and the winning dessert was then made by the chef for the whole school.

The school has a calm and orderly environment. Pupils understand the behaviour policy. They are keen to stick to the rules and are excited by the points, certificates and rewards they can earn. In classes and around the school, pupils behave well. Pupils understand and articulate the ethos of the school. One pupil commented to an inspector, 'It doesn't matter about your personality – it's all about being kind.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff have regular training to identify safeguarding risks and concerns. Everyone knows how to report any concerns. Leaders take appropriate and swift action where it is needed to keep pupils safe.

Help is put in place and secured for pupils who need it. Leaders work closely with a range of outside agencies when it is appropriate to do so. Reviews are regular so that help can be adapted and meet pupils' needs well.

The curriculum teaches pupils how to keep themselves safe, including when online. Pupils' safety is carefully considered when taking part in school activities, including when learning at the forest school.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, the curriculum content from early years to key stage 1 has not been clearly identified. This can lead to the unnecessary repetition of some learning as well as occurrences of pupils not being taught the required knowledge and skills. Leaders should ensure that the curriculum builds in clearly sequenced steps as pupils move from Reception to Year 1.
- Leaders have not ensured that the identification of the needs of pupils with SEND who do not have an EHC plan are clearly identified and met. Parents are not routinely involved in the co-production of plans. These pupils, therefore, do not achieve as well as they could. Leaders should work with teachers and parents to put effective support plans in place that meet the identified needs.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125010
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10241024
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katherine Saunders
<b>Headteacher</b>	Sarah George
<b>Website</b>	<a href="http://www.hurstgreenschool.org">www.hurstgreenschool.org</a>
<b>Date of previous inspection</b>	19 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has a Nursery class, which includes provision for two-year-olds. This class operates in the mornings only.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met regularly with school leaders. The lead inspector met with representatives from the governing body and had a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, the inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.

- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. Inspectors spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspectors reviewed responses to Ofsted's parent, pupil and staff surveys. The lead inspector also had a telephone conversation with a parent.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons, at playtime and around the school.

### **Inspection team**

Deborah Gordon, lead inspector	Ofsted Inspector
Liz McIntosh	Ofsted Inspector

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