



Horley Infant School

Inspection Report

Unique Reference Number 124981
LEA Surrey LEA
Inspection number 281850
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Nicola Davies AI

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

Type of school	Infant	School address	Lumley Road
School category	Community		Horley
Age range of pupils	5 to 7		RH6 7JF
Gender of pupils	Mixed	Telephone number	01293 782263
Number on roll	227	Fax number	01293 822425
Appropriate authority	The governing body	Chair of governors	Mr Andrew Baird
Date of previous inspection	20 September 1999	Headteacher	Mrs Hilary C Salter

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Introduction

The inspection was carried out by two additional inspectors

Description of the school

Horley Infant School is located near Gatwick Airport. The vast majority of pupils are of White British heritage. Around 5% of pupils are learning English as an additional language. The proportion of pupils with learning difficulties and disabilities is above average. The proportion of pupils who are entitled to free school meals has grown since the last inspection but is still below average. Almost all pupils join the Reception class and attend the school for three years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides an inclusive, stimulating, caring and safe environment in which pupils thrive. Parents value its quality of education and support the school wholeheartedly. The school judges its effectiveness to be good but inspection evidence shows that it is satisfactory, but provides good value for money. The school's assessment of its performance is too generous because the evaluation of developments is not always sharp enough. Quality and standards are good in the Foundation Stage and pupils make a good start to their education. Satisfactory teaching in Years 1 and 2 means that most pupils make sound progress and reach expected standards by the end of their time at school. Pupils with disabilities and learning needs make good progress because they receive effective support. An interesting and varied range of activities add to the pupils' learning and enjoyment. Leadership and management are satisfactory. The staff are very effective in ensuring that all pupils are well cared for and they respond well to individual needs. As a result, pupils leave the school well prepared for the next phase of their education. There has been a satisfactory response to most of the issues raised in the last inspection report but there is still work to do to improve pupils' writing. The staff are not yet offering consistent challenge to the more able pupils or being sufficiently rigorous in improving trends such as the weaker performance of the boys. Even so, the good quality of much of what the school provides and the well considered development plan show that there is capacity to improve.

What the school should do to improve further

* Improve standards in writing, especially for the boys* Improve some aspects of teaching in Years 1 and 2 especially in setting challenging work for the more able and helping boys to achieve better.

Achievement and standards

Grade: 3

The pupils make satisfactory progress and achieve standards similar to the national average. When children enter the Foundation Stage, the majority have skills appropriate for their age. Staff monitor their developing skills carefully and use the information to match work to their abilities. Consequently, they make good progress and many reach or exceed the nationally expected goals at the age of five. Pupils make satisfactory progress in Years 1 and 2. Results in national tests in Year 2 show pupils generally meet their targets and achieve standards similar to those nationally. The most recent results show an improvement in reading and mathematics. However, too few pupils, especially boys, reached the higher levels in writing. In the past two years, boys have not attained as well as girls, particularly in writing. Pupils with learning difficulties make good progress, as do pupils learning English as an additional language. This is because teachers and support staff provide good support for their individual needs.

Personal development and well-being

Grade: 2

Inspectors agree with the school's view that pupils' personal development and well-being are good. Pupils clearly relish coming to school and behave well in lessons. Attendance is satisfactory and pupils arrive punctually and ready to learn. Parents comment that their children are happy, free from bullying and grow into 'well rounded young people'. Pupils' spiritual, moral, social and cultural development is good. Cultural diversity is celebrated extremely well in topics and supported by visitors from the local community. The school has a successful link with a school in Lesotho. Recently it achieved an International School Award for its work in raising pupils' awareness of other cultures and 'opening doors for its pupils to step through and meet the real world'. From the reception classes onwards, pupils learn that it is important to stay safe, have a healthy lifestyle and learn to take responsibility for themselves and others. Playground buddies are proud of their role in helping everyone feel safe and included at playtimes. Teamwork is encouraged and pupils actively help the school improve. The school council and 'eco-committee' have evaluated the healthy school meals and helped organise compost bins. These opportunities help pupils to grow in confidence and independence during their time at the school.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching as good. The inspectors agree that there are some good features, but overall judge teaching and learning to be satisfactory. Teaching in the reception classes is good. Very effective assessment procedures help adults identify the level at which pupils are working and set challenging work. A good balance between direct teaching and learning through play ensures children enjoy lessons and achieve well. Learning is satisfactory in Years 1 and 2. Good classroom environments and effective relationships help to create a positive climate for learning. Teachers use information and communications technology (ICT) well to catch pupils' interest. Teachers are often confident and lively. For example, confident teaching of spelling in a Year 2 class meant that all pupils wanted to 'try the hard ones'. However, too many lessons lack a sufficiently sharp focus on challenging more able pupils as teachers' expectations are not high enough. This is especially the case in writing. Teachers mark and assess pupils' work regularly but do not monitor pupils' progress carefully enough to be sure that all pupils and especially boys, achieve well. Teacher assistants work effectively. Their skilful questioning and support enables pupils with disabilities or learning difficulties to make good gains in their learning. Good teaching and support also helps pupils at an early stage of learning English to learn English and join in activities.

Curriculum and other activities

Grade: 2

Pupils enjoy the broad, interesting and well planned curriculum. The curriculum meets the differing needs of pupils of all ages and abilities. By organising learning around themes, the teachers help the pupils to understand links between subjects. The school provides a good range of activities and experiences for children which are both stimulating and enjoyable. The use of ICT is planned to help pupils develop their basic skills. For example, pupils in Year 1 used laptops to record their recipes for making a special jelly for Spiderman or a 'big bad troll'. There is a good range of out of school activities and clubs which pupils enjoy and parents value. Visitors, special events and theme weeks provide good opportunities for pupils to learn. For example, the Science Week stimulated pupils' enthusiasm for science and provided a good incentive which encouraged them to produce good quality writing.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils work and play in a safe environment because of effective health and safety checks. Parents appreciate the very good steps taken to help their children settle in when they start school or join from elsewhere. As one parent commented, this 'makes every child feel at home'. Child protection procedures are clear and effectively implemented. The school uses information well to identify pupils who may need extra support and to make sure that they get it. Clear targets are set for pupils with disabilities or learning difficulties and these help them to achieve well. All pupils have targets for personal development or social skills. The school pays careful attention to any pupil who is distressed, vulnerable or at risk. The school works very closely with outside sources of help and advice. The good levels of care, guidance and support help pupils with a range of different needs to be effectively included.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The headteacher provides committed direction. Concern and care for individual pupils is apparent in everything she and the staff do. This is much valued by parents. The school is rightly proud of its 'inclusive' ethos and its good relationships with parents. However, the school has not evaluated itself sharply enough to ensure that it 'raises its game' and makes further improvements to standards by demanding more of pupils. Several aspects of its self-evaluation are over generous. The staff work well together as a team and senior managers have clear responsibilities which they discharge well. Curriculum co-ordinators act as a 'one-stop shop' for their subjects. They advise other teachers, develop new initiatives and monitor how well teachers plan for their subjects. This ensures that pupils benefit from a wide range of experiences during their time at the school. The school has very good links with the community which enhance the pupils' learning and

curriculum. For example, by collecting vouchers on the school's behalf, local shops have helped the school obtain a new interactive whiteboard. The governors carry out their responsibilities well. They are proud of the achievements of the school but also ask challenging questions as critical friends. The staff listen well to pupils', parents' and governors' views. This helps them to establish a shared view of the school's next steps which forms their good development plan. The school has made some satisfactory improvements since the last inspection. The building has been significantly enhanced through a substantial project which has resulted in a very stimulating and attractive learning environment. It has also improved systems to set more challenging targets for the achievement of pupils in national tests. Improved standards in reading and mathematics in the most recent tests and steady improvement since the previous inspection indicate that the school has satisfactory capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for talking to us when we came to your school and for showing us how you learn. We really enjoyed meeting you and your teachers and seeing all the interesting things you do. I am writing this letter to let you know what we found out. We think that

* You work hard and get on well with each other * You learn how to take care of yourselves and other people in the school* You learn about lots of different and interesting things* Your teachers and all the grown ups in the school care about you all very much and keep you safe and happy.

To make your school even better, we think you could work even harder in writing. We are sure you will try your best to do this. We have also asked your teachers to think of ways they can make sure that your work is always just right for you.