



Dovers Green School

Inspection Report

Unique Reference Number 125015
LEA Surrey LEA
Inspection number 281860
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Barry Jones AI

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

Type of school	Infant	School address	Rushetts Road
School category	Community		Reigate
Age range of pupils	4 to 7		RH2 7RF
Gender of pupils	Mixed	Telephone number	01737 245515
Number on roll	118	Fax number	01737 226605
Appropriate authority	The governing body	Chair of governors	Mrs Alison Browning
Date of previous inspection	10 January 2000	Headteacher	Mrs Sue Hillman

Age group 4 to 7	Inspection dates 9 November 2005 - 10 November 2005	Inspection number 281860
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Introduction

The inspection was carried out by 2 additional inspectors.

Description of the school

Dovers Green is an infant school. The number of pupils on roll has decreased by 41 since the previous inspection and the admission number has been reduced accordingly. The proportion of pupils from minority ethnic backgrounds is average. In some respects the pupils have slightly advantaged backgrounds but overall the school qualifies for substantial extra funding because it has a high number of pupils with special educational needs. This is principally because the school has a 16-place unit which caters for pupils with a wide range of severe learning difficulties or physical disabilities. It has one reception class and three parallel classes containing both Year 1 and Year 2 pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dovers Green Infant School is a good and improving school and the inspectors agree with the school's own evaluation. The partnership between the school and its parents and with other agencies is outstanding and contributes significantly to the high quality of education. The school has improved over the last two years following the arrival of a new headteacher. Under her very good leadership the high quality of care for pupils has continued, but additionally she has set high expectations for pupils' achievements. Consequently, there has been a marked improvement in standards across all areas and pupils achieve well. She is ably supported by a strong senior management team and a governing body that fulfils its role as a critical friend very well. The level of care is outstanding and parents pay tribute to the boundless energy and enthusiasm of the staff. This is apparent in the work of the special unit and the exemplary way these pupils are integrated into the mainstream according to their needs and the harmonious relationships formed with their peers. Pupils receive good teaching. The curriculum is also good in the main school and the unit. It is satisfactory in the reception class but exploratory play is not sufficiently structured. The quality and standards generally in the reception class are good. The consistently good provision in the whole school results in pupils' personal development also being good. The school has made good progress since the previous inspection in raising achievement and establishing rigorous procedures for tracking individual pupils' progress. It has identified the need to analyse the impact of initiatives for particular groups of pupils. It has been less successful in improving attendance despite strenuous efforts. It is financially sound, has good leadership and is improving rapidly. Value for money is good and the capacity for further improvement is therefore good.

What the school should do to improve further

* Continue efforts to improve attendance* Improve the range and quality of opportunities for structured play in the reception class* Extend the data analyses to check the progress of particular groups.

Achievement and standards

Grade: 2

Pupils in the main school and in the unit achieve well. Historically, many children entering the reception class have had below average language and literacy skills. The additional emphasis given to developing speaking and listening skills results in pupils making good progress. This enables them to do well in their other subjects too. Consequently, at the end of Key Stage 1 standards are in line with national averages. There have been very marked improvements in the results in the last two years and, for instance, in mathematics in 2005 over 20 per cent more pupils reached the expected standard than in 2003. The performance of higher attaining pupils was a concern in the previous inspection, but the school has successfully provided extra support and challenge to this group of pupils. Summer born children perform less well as they do

nationally. Pupils with learning difficulties or physical disabilities make good progress. There is no evidence for any underachieving group but the school does not yet have summary evidence for all groups, for instance its pupils who have a minority ethnic heritage. The school sets and generally meets challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy their time in school, develop healthy lifestyles and participate enthusiastically in lessons. They behave well, feel safe and relationships are built on mutual respect and the pupils are caring and thoughtful. Attendance remains stubbornly below the national average. Pupils' understanding, their care for and acceptance of other pupils less fortunate than themselves is outstanding. This contributes very significantly to the successful integration of pupils with learning difficulties or with physical disabilities into the mainstream classes. The school rightly claim that all pupils understand that 'we are all special but are all different'. Pupils' spiritual, moral and social development are good. In a good, reflective assembly for the reception class, pupils proudly presented their work and the experience was shared with, and appreciated by, their parents. Pupils respond well to opportunities to take responsibility. The school council members speak maturely about their role and another group of pupils meets regularly and has mature views on environmental issues. Pupils are proficient for their age in using information technology. Consequently, they are acquiring skills that prepare them very well for life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good in the main school, the reception class and in the unit. This consistency is produced by a whole school approach, including joint planning by the teachers. It is enhanced by the considerable support available to the class teachers through teaching and support assistants. This means that the needs of all learners are met and pupils are often taught in small groups. This additional support is effective generally although opportunities to check that individual pupils have understood the class teacher fully are sometimes missed. Strengths of the teaching are good behaviour management, effective questioning including giving pupils time to consider their response and valuing their contributions. Some outstanding teaching was seen in a unit class involving role play for shopping and in which the teacher made very good use of visual and audio materials. As a result of the good teaching and the positive ethos the teachers create, the pupils enjoy lessons and learn effectively.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good in Years 1 and 2 and in the unit. It is satisfactory in the reception class. It has been modified successfully to respond to the change to mixed-age classes in Years 1 and 2. This structure was introduced because of the reduction in pupil numbers, but a benefit has been the improved collaborative planning by the teachers. The implementation of a two-year rolling programme has been carefully thought out. Parents have been well informed of developments and have welcomed presentations from the teachers on how it works. This has contributed to the smooth transition in changing the way the curriculum is delivered. The planning in the reception class pays good attention to developing basic skills and pupils' social development but deals insufficiently with ensuring exploratory play is well structured. There is a strong emphasis in all planning to 'every child matters' issues. The school recognises that it does not currently meet the recommended time for physical education activities but this is being remedied shortly.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding and is central to the ethos of the school. It begins with the exemplary induction arrangements for new children and their parents, including home visits by the teachers. A typical comment from a parent is 'I am impressed by the enthusiasm and energy of the staff. Their concern and encouragement provides for happy children who are eager to learn'. Every member of staff accepts a responsibility for each pupil and their well-being is regularly reviewed. There are excellent, effective working arrangements with other agencies. For instance, the school is fortunate to have a speech and language therapist for four days a week and makes very good use of this specialised support. Child protection procedures and arrangements for safeguarding pupils are very good.

Leadership and management

Grade: 2

Leadership and management of the school are good and contribute significantly to the high quality of care and the good achievements of the pupils. The four members of the senior management team have all been appointed within the last few years. Parents and governors express the view that the school has been transformed in this period and standards have risen. This stems from the very good leadership of the headteacher and her clear vision for the school. She is well supported by her very able senior managers. They form an enthusiastic, cohesive and effective team which leads by example. The school is also well supported by its governing body which carries out its role as a critical friend very well. Some of the work of the governors is exemplary. They have their own action plan, hold subject leaders as well as managers to account and carry out their monitoring role well. The school monitors and evaluates itself rigorously and uses information well to target resources, for instance for additional

support in mathematics when pupils do not make the expected progress. This support is effective. The tracking of each pupil's performance is very good. The school is now using computer software to record the data but are at an early stage in using it to analyse the performance of particular groups of pupils. This is particularly important in this school. When the data for the main school and the unit are merged in publications, the value added by the school is not immediately apparent to the reader. The school is generously staffed and they are deployed well. In particular, the school is making a substantial investment in supporting gifted and talented pupils which complements its very good provision for pupils with special educational needs. Accommodation is well used. The decision to relocate the unit in the main school is a sensible one and has helped the pupils from the unit to integrate successfully into the main school. The budget carry forward from the previous year is too high. However, this results from 'windfall' sums of money becoming available and not through weaknesses in forecasting expenditure. The school gives good value for money.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	2	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?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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 very much for your help when we inspected your school. We enjoyed talking to you. We met some of your school council members and they told me how they are listened to and the improvements made to the school toilets. I also met with your 'eco group' and it is good that you are so aware of such issues. We talked to others in classrooms and around the school. You were always friendly and helpful.

We were impressed by your school and think it is a good school. The warmth and 'buzz' in the school is clear to the visitor. The school lives up to its motto 'We are all special but we are all different'. Your teachers, support staff and governors work very hard and their enthusiasm helps to make learning for you so enjoyable. You told us that, and so did your parents. As a result you are doing well in your lessons. It is good that all pupils, whether from the reception, infant classes or the unit get on so well together. Your school is preparing you well for the next stage in your life.

Your school continues to improve and wants to do even better. We agree with the school that it should: * continue its efforts to improve attendance * make use of the new computer systems to help with its planning * help the children in the Ladybirds class to learn through their play. It was a privilege for us to be in your school.

Thanks again.

Barry Jones

Lead Inspector