



Crawley Ridge Infant School

Inspection Report

Unique Reference Number 125053
LEA Surrey LEA
Inspection number 281871
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Charalambos Loizou AI

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

Type of school	Infant	School address	Crawley Ridge
School category	Community		Camberley
Age range of pupils	4 to 7		Surrey GU15 2AJ
Gender of pupils	Mixed	Telephone number	0127627546
Number on roll	178	Fax number	0127627546
Appropriate authority	The governing body	Chair of governors	Simon Yiend
Date of previous inspection	28 February 2000	Headteacher	Mrs S D Hope

Age group 4 to 7	Inspection dates 14 September 2005 - 15 September 2005	Inspection number 281871
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Crawley Ridge infant school pupils are mainly from White British backgrounds. A small number are from minority ethnic backgrounds that include Asian (both Indian and Pakistani) and Black Caribbean. A very small number of pupils speak English as an additional language. The number of pupils entitled to free school meals is very low compared with most schools as is the proportion of pupils with special educational needs. Attainment on entry to the reception classes is above average. Very few pupils leave or join the school at other than the usual times. The headteacher was in post at the time of the school's last inspection in 2000. The number of staff leaving and joining the school in the last three years has been quite high. There is a privately run nursery on the school site which accommodates children from age 2 1/2 to 4 years old.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspection judgements agree with the school's self evaluation and confirm that this is a good school with very good features. The school provides good value for money. The children in the reception classes are well taught and are provided with a good education. The children exceed the national learning goals by the end of the reception year. The teaching is good throughout the school. After a well managed period of staff changes there is good teamwork so the school is well placed to continue to improve. Overall, the leadership and management of the school are good. The headteacher and governors provide very good leadership. This has resulted in overwhelming support from parents who think highly of the school. The pupils achieve well and standards are good, especially in English where reading and writing standards are high. Following robust evaluation by senior staff, mathematics standards are now well above average and rising well. The pupils make good progress in science and other subjects. The school has put in place effective measures which have led to good improvements to subjects such as art and design, music and information and communication technology (ICT). A rolling programme of improvements is having a positive effect on the way pupils learn and on standards. Attendance is good and pupils enjoy school, try hard and behave well. They are safe and secure. The school provides a good range of practical and interesting activities as well as educational visits that contribute well towards the pupils' personal development.

What the school should do to improve further

* Continue the drive to raise standards in mathematics still further* Develop the curriculum in the 1 foundation subjects to promote enjoyment and independence* Make fuller use of the outdoor play areas for children in the 2 Foundation Stage.

Achievement and standards

Grade: 2

The pupils' standards and achievements are good overall. This judgement agrees with the school's self evaluation. Good progress is made by children in the Foundation Stage in all areas of learning with increasing opportunities for them to develop their physical skills outdoors. In Years 1 and 2, good teaching is provided and challenging targets are set for all pupils, including those with special educational needs and those who speak English as an additional language. The pupils achieve high standards in reading, writing and science and well above average standards in mathematics. They continue to make good progress. Improvements to the teaching of mathematics have resulted in more pupils reaching the higher levels in national tests. The staff have targeted improvements to subjects such as art and design, music, ICT and physical education and this has resulted in the pupils reaching good standards. Past national test results show that mathematics standards are rising well but have tended to lag behind those seen in reading and writing. The mathematics co-ordinator has implemented effective strategies to target pupils of different abilities. This has resulted in more pupils

achieving higher levels in mathematics. The pupils with special educational needs are provided with very good support. Consequently, the pupils achieve well and their learning needs are addressed well. The small number of pupils who speak English as an additional language are also doing well.

Personal development and well-being

Grade: 2

Inspectors agree with the school's self evaluation. There is good provision. Older pupils in Year 2 are proud of their school when showing new parents and their children around school as part of the induction process. Pupils enjoy growing vegetables in the gardening club and then selling these. This helps the pupils to appreciate how communities contribute towards their economic well-being. The pupils' spiritual, moral, social and cultural developments are good with some very good features. The school invites visitors such as theatre groups to explore issues such as cultural diversity, friendships and working together in a community. There are very good relationships across the school. The pupils are well behaved. The staff help pupils to deal with their emotions. The pupils co-operate with each other, for example, as 'talking partners' in lessons. Artists in residence are used. This provides very good opportunities for the pupils to express themselves creatively. Excellent use is made of the outdoor woodland area which includes a theatre. Healthy eating is promoted very well and this is reinforced during lunchtimes by teachers and supervisory staff. The school council enables pupils to have a say in the running of the school. The staff respond to the pupils very well and are sensitive to their needs. Attendance is good. The headteacher and staff have taken effective action to reduce the number of holidays taken during term time.

Quality of provision

Teaching and learning

Grade: 2

The teaching is good. The school's self evaluation is correct in that staff development has successfully maintained good teaching so the pupils achieve good standards. Foundation Stage children enjoy learning and are encouraged to be independent. The reception year staff are very good role models and understand fully the needs of the children. Good quality resources and activities motivate the children to explore the world around them. The school has ambitious plans to improve the outdoor play areas for reception children. In Years 1 and 2, lessons are challenging and practical. In Year 2, for example, the pupils discussed the properties of materials in science when testing different objects and materials. Pupils enjoy investigating numbers as they did in an outstanding lesson when exploring numbers expressed as words. The pupils enjoy using computers to draw shapes or write stories. Music is taught with enthusiasm and skill. Very good use is made of the woodland area to create shelters made from natural materials. The pupils with specific learning needs are supported well by teachers and teaching assistants. Tasks are well matched to their needs and their progress is closely monitored to ensure they do as well as they are able. The pupils respond well in their

lessons and are attentive and well behaved. Teachers manage the pupils well because relationships are very good and they set high expectations for behaviour.

Curriculum and other activities

Grade: 2

Inspection judgements and the school's self evaluation confirm the school has a good curriculum. The reception children get a good start to their education. There are good links between subjects. Year 2 are currently studying castles as part of their history project and this is being followed up by a visit to Arundel Castle. The practical nature of work like this enables the pupils to use reading and writing skills in real situations. Improvements to the teaching of mathematics are having a positive impact on standards. Interactive whiteboards are used well by teachers. The pupils have very good access to high quality resources such as laptop computers. The focus on maintaining high standards in the core subjects of English, mathematics and science has been extended to the other subjects. This has resulted in the school providing a broad and rich curriculum. Work is often linked to areas such as health education and care in the environment. For example, the school has involved pupils in a recycling scheme and projects that involve planning a programme about road safety. The school bases its ethos on the notion of 'others first' and this promotes in the pupils a sense of community and well-being. Links with other schools include the strong liaison between the reception classes and the school's private nursery. Music has been used as vehicle to promote links with the neighbouring junior school, for example, when the junior orchestra visit to perform for infant pupils.

Care, guidance and support

Grade: 2

Inspectors agree that the school provides good guidance and support with some very good features, most notably, the support provided by teaching assistants and other support and clerical staff. Child protection and health and safety procedures involve very good risk assessment procedures that ensure the pupils are safe from harm. Some pupils commented that they like their school because the staff are there to help them. A group of Year 2 pupils said that 'school is fun and exciting.' The school has a well established tracking and assessment system which helps the staff to provide support to pupils with special educational needs and pupils of all abilities. Teachers use the system well to monitor the performance of pupils and to ensure that all groups and individuals make enough progress in relation to their starting points. The school has established an outstanding partnership with parents. The headteacher and governors have adopted a highly consultative approach. This involves regular surveys of parents' views and special workshops for parents. These events act as a forum for effective dialogue with parents that enhance and complement the day-to-day informal contact they have with the staff. This ensures that parents are involved and knowledgeable about their school.

Leadership and management

Grade: 2

The inspection confirms the school's self evaluation. Leadership and management is good overall. The headteacher and governors provide good leadership. The headteacher, staff and governors identify priorities for school improvement based upon the careful evaluation of pupils' performance and the quality of education provided. For instance, there has been recent successful training and monitoring of all new staff to ensure that they understand the school's core ethos which promotes enjoyment in learning and sets high expectations. Recent developments based upon the systematic review of the school's curriculum are helping improve standards in mathematics and ICT. The headteacher and deputy headteacher have established a strong team approach across the school. The leadership of the Foundation Stage is good. The governors carry out their duties effectively and offer the headteacher a good blend of support and challenge. Each is clear about their roles and responsibilities and these are carried out conscientiously. The school's budget is well managed. Resources are of high quality and are very well used. This ensures that all pupils receive a good quality of education in a well resourced and stimulating learning environment. Subject leaders are focused on the continuing improvement of all subjects. The headteacher is very good at involving parents in their children's learning and the recent high turnout for evening workshops is a testimony to this. The inclusion of all pupils and their families is given high priority. Reception children soon settle into school. Across the school the staff have formed very good relationships with both the pupils and their parents.

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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?	2	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	2	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	2	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?	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?	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	NA
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 welcoming us to your school during the recent inspection. I am writing to tell you what the inspectors found out.

You told us you enjoy school, that you work hard and learn lots of interesting things. We agree. You behave well and do your best. Your teachers take good care of you. They plan interesting lessons and make sure that you understand your work. All the adults working in the school help and support you very well. We are pleased to see how well the new children in the reception classes are settling into school and the way that you and your teachers are helping to make them feel at home. The reception children like playing and working outside. We think that the plans to make the outdoor areas even more exciting should be carried out soon.

Your headteacher is very good at managing your school and she cares very much about you all. We like the way that she works closely with the teachers, governors and your parents to make sure you have lots of books and equipment such as computers. She makes sure that classrooms and school grounds are clean and tidy. She encourages the school council to share their ideas about how to improve the school. We enjoyed visiting your school and agree with many of your parents who think that it's a good place to work, learn and play.