



# St Andrew's CofE Controlled Infant School

Inspection Report

**Unique Reference Number** 125144  
**LEA** Surrey LEA  
**Inspection number** 281898  
**Inspection dates** 18 October 2005 to 19 October 2005  
**Reporting inspector** Olson Davis AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Upper Church Lane
<b>School category</b>	Voluntary controlled		Farnham
<b>Age range of pupils</b>	4 to 7		GU9 7PW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252 716305
<b>Number on roll</b>	112	<b>Fax number</b>	01252 718022
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Philip Hayes
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Ms M McGrath

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 18 October 2005 - 19 October 2005	<b>Inspection number</b> 281898
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## Introduction

The inspection was carried out by one inspector.

## Description of the school

St Andrew's is a small Church of England infant school. Children come from a wide range of socio-economic backgrounds but the majority are from professional homes. The number of pupils entitled to free school meals is low. The school has a small number of pupils from minority ethnic backgrounds. Very few learners for whom English is an additional language are at an early stage of English language acquisition. The school is receiving an increasing number of pupils with learning difficulties so that now the proportion is higher than the national average. Attainment on entry varies but is usually average, with girls' attainment often higher than boys. Most pupils attend some form of nursery provision before starting school. There has been a relatively high turnover of staff since the previous inspection but more recently staffing has become more stable.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. Under the effective leadership of the headteacher, the school is an inclusive community where children make good progress in their learning. A particular strength of the school is the outstanding care, guidance and support it provides for its pupils resulting in them making great strides in their personal development. Parents are right to believe that the school caters well for their children's social and academic progress. The quality of provision and standards in the Foundation Stage are good. Pupils get off to a good start in the reception class. As they get older, they continue to make good progress and achieve above average standards. This is because of good teaching and pupils' abilities to focus on their own learning, using their well developed learning skills. In 2005, standards generally remained above average but there was an expected dip in the standards attained by boys, especially in writing. Effective action by the school's leadership ensured that boys' achievement remained good. Nonetheless, standards in boys' writing are lower than in other aspects of their work. Self-evaluation is strong and provides an accurate picture of the school that has helped to steer it well in its work. Issues from the previous inspection have been successfully tackled along with other improvement initiatives. This demonstrates that the school has a strong capacity to improve. The school provides good value for money.

### **What the school should do to improve further**

\* Raise the achievement of boys, especially in writing.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress and achieve above average standards. Children make good progress in the reception classes achieving the learning goals expected for them. Achievement at the end of Year 2 is good because of effective teaching and pupils' well developed learning skills. Since the previous inspection, the school has maintained standards in reading, writing and mathematics, which have been at least above average and occasionally well above average. Standards and achievement in science are also good. Pupils from minority ethnic backgrounds and the small number of those at the early stages of English acquisition make good progress. Pupils with learning difficulties also make good progress because of the effective support they receive. The school sets challenging individual and group targets for its pupils, which are often met. Boys did less well than girls in the 2005 national assessments, especially in writing. This mirrored their much lower attainment on entry. Nonetheless, the school did make a difference, ensuring that boys achieved well in comparison to their prior attainments and capabilities.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is outstanding. Pupils respond well to the schools' strong ethos of care and respect for others. Consequently, all pupils, including those from different minority ethnic groups and those of different abilities feel welcomed and want to learn. Pupils enjoy their school very much and display exemplary attitudes to learning and to each other. They behave well and those with behaviour difficulties are well managed. Pupils' spiritual, moral, social and cultural development is good. The many opportunities for quiet reflection in assemblies, during visits to the church, and within the curriculum contribute well to pupils' growing spiritual awareness. Pupils have a strong sense of right and wrong and are responsive to wider moral and social issues. For example, older pupils work in teams to organise a charity event to help the less fortunate. The school's work on global issues and religious education contributes to pupils' appreciation of other cultures as well as fostering an understanding of the diversity of cultures within our society. Pupils know about the benefits of good diet and exercise and say that feel very safe at school. They take the responsibilities they are given to contribute to the community very seriously, be it as monitors or as members of the school council, and carry them out well. Attendance levels are in line with the national average. The school's good procedures for investigating absences have resulted in a very low level of unauthorised absences.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching and learning enable pupils throughout the school to achieve well and to make good progress. Pupils enjoy their work because teachers and teaching assistants give them interesting activities matched closely to their abilities. Learning is often enlivened by the effective use of interactive whiteboards, engaging pupils' interest. For example, in the reception class a book was brought to life by being displayed on an interactive whiteboard. The interactive nature of the experience and the lively sound effects added to pupils' enjoyment of the story. Pupils also achieve strongly in lessons because they have well developed skills for learning. Skills for learning are made explicit by teachers and used successfully by pupils. As a consequence, pupils are well prepared for their future lives as effective learners. Teachers assess pupils' work well and pupils say that the marking helps them to improve their work. Teachers make good use of assessment information to plan future work, to follow pupils' progress, and to set challenging targets for pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. Literacy skills, numeracy skills, and information and communication technology skills are well developed and incorporated effectively into other areas of the curriculum. The whole school topic approach encourages pupils to develop skills and knowledge in depth as they progress through the school. Pupils benefit from the many exciting opportunities for first hand experience within the curriculum, including the extensive use the school makes of the local town environment. The school has particularly chosen more activity-based curriculum experiences and non-fiction materials to help interest boys and improve their achievement, especially in writing. The personal, social and health education programme contributes effectively to pupils' growing understanding of being healthy and staying safe. Special themes days and weeks, visits and visitors enrich pupils' experiences, their learning and their enjoyment. Pupils eagerly participate in the many extra-curricular activities. The curriculum in the Foundation Stage is good, with opportunities for pupils to engage in well structured exploratory play as well as taking part in well directed activities.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Parents are full of praise for the school as a 'safe, nurturing environment'. Pupils receive good guidance to promote their personal development; with extra support for pupils who need help to develop their social skills. There are robust procedures for child protection, health and safety, and for assessing risks. These are applied by all adults in school. Adults know the children well and pupils say that they feel safe and are able to share their concerns with many adults in school. The school works well with other agencies to ensure that vulnerable pupils are supported well. The school's very good induction procedures help children as they enter the reception class and enable pupils to make a smooth transition as they move up the school. Assessment data is used consistently well to give advice to individual pupils to help them raise the standard of their work. Pupils with learning difficulties are well supported as they work towards the challenging targets in their individual education plans.

## **Leadership and management**

### **Grade: 2**

Leadership and management at all levels are good. The headteacher leads and manages the school well. She successfully focuses the whole school community on promoting pupils' personal development, on providing high standards of care, and on maintaining good standards. School improvement is good because of the very effective teamwork engendered in school. All stakeholders are involved in the process of school improvement and their opinions and viewpoints are valued. School leaders know the school well. They have made an accurate and realistic evaluation of the schools' strengths and areas for development, although in some areas their assessments have

been too modest. Governors are effective and carry out their roles conscientiously. They have a good understanding of the school's strategic development through their close monitoring and evaluation of the school. They are supportive, yet provide good challenge to the headteacher. Teachers with leadership roles perform them well. They are skilful in monitoring standards, following the progress of pupils, and evaluating the impact of improvement initiatives within their areas. Teaching performance is well monitored and the resulting targets for improvement are directly linked to the school development plan and teachers' own professional development. The headteacher visits classrooms regularly and works closely with teachers to improve their teaching approaches. Because of this rigorous and personal approach, areas of strength have been maintained and issues from the previous inspection successfully tackled.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	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	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 me to your school and for being so friendly. You will be pleased to know that I agree with your teachers, your parents and with you that you go to a good school.

Here are some of the many positive things about your school: \* You enjoy your school, behave well and work hard in lessons \* You are good learners \* You do well in your national curriculum tests; this means that you are well prepared for work in the next school \* You are well cared for by the adults in school \* You have good teachers and good teaching assistants who help you to improve your work \* The school council is well organised and has already helped to improve your school \* Your headteacher and the governors run the school well; they are good at involving everyone in making your school even better.

There is one main thing the staff need to do to make the school even better: \* Help boys to do better in some subjects, especially writing. I hope that you will continue to enjoy your school. I also hope that you will all 'rise to the challenge' to make your school the best place it can be for you to learn.

Yours sincerely

Olson Davis