



The Grange Community Infant School

Inspection Report

Unique Reference Number 125037
Local Authority Surrey
Inspection number 293173
Inspection dates 7–8 March 2007
Reporting inspector Marianne Harris

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

Type of school	Infant	School address	The Avenue
School category	Community		New Haw
Age range of pupils	4–7		Addlestone KT15 3RL
Gender of pupils	Mixed	Telephone number	01932 346113
Number on roll (school)	238	Fax number	01932 342133
Appropriate authority	The governing body	Chair	Mrs Jan Parry
		Headteacher	Mrs Jean Bisacre
Date of previous school inspection	7 May 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized infant school in a semi rural setting. Most of the pupils are from a White British background and a minority have an Asian heritage. A small number of pupils are at an early stage of learning English. When they join the school children's ability varies but it is generally average. The proportion of pupils with learning difficulties is lower than average, although the number with a statement of special educational needs is higher than normally seen in a school of this size. The school has gained the Healthy Schools Award and has recently been awarded Eco-Schools status. In 2004 the school received a Parent Partnership award for their work with parents, and in 2006 it gained the Basic Skills Quality Mark.

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 with some outstanding features. Parents are overwhelmingly supportive and pupils really enjoy learning.

Provision for children in the Foundation Stage is good. By the time they enter Year 1, many have reached the standards expected for their age and some exceed these. By the end of Year 2 standards are above average in reading, writing and mathematics. This has been the trend over the last few years. Good leadership and management have led to accurate tracking of pupils' progress so that any child who is falling behind can be quickly identified and effective support put in place. All pupils achieve well, whatever their ability or stage of learning English, because teaching and learning are good. Teachers have high expectations of pupils making good progress, although there are times when pupils sit on the carpet for too long or spend too long on tasks and activities and do not move on to more challenging work quickly enough.

Pupils' personal development is excellent because the school provides outstanding care, guidance and support. Pupils learn how to get on well together, stay safe and healthy and become conscientious citizens. Behaviour is exemplary. The many awards that the school has worked hard to achieve have had a significant impact on all pupils as they learn the skills they will need for the next stage of their education. Pupils understand about relevant environmental issues and are keen to be involved in recycling activities.

The school provides an excellent curriculum. Learning is fun and there are many extra activities to help pupils learn about the local area and beyond. There is a good number and range of clubs and the school offers many of these on a rota basis so that all pupils have the opportunity to join in. Special theme days and visitors into school enrich pupils' learning and, as a result, they are enthusiastic about school.

Staff and governors work well together to make sure that the evaluation of the school's effectiveness is rigorous and accurate. The issues identified at the time of the last inspection have been tackled successfully and there is good capacity to improve further.

What the school should do to improve further

- Make sure that all lessons are organised more effectively so that pupils do not sit on the carpet for too long or spend too much time on activities.

Achievement and standards

Grade: 2

Children make a good start in the Foundation Stage and reach standards that are just above those expected for their age by the time they move to into Key Stage 1. They make especially good progress in their personal development and early reading skills because teachers focus on these areas so that they are well prepared for joining Year 1. By the end of Year 2, national assessments show that standards in reading, writing

and mathematics are above average. Pupils who are at an early stage of learning English are well supported so that they achieve well. Pupils with learning difficulties and disabilities make good progress and many reach the standards expected for their age. Lesson observations and the school's own assessment data show that currently standards are again above average and that pupils achieve well whatever their ability.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They love coming to school and enjoy all of the activities offered to them. Some pupils remarked, 'School is fun, because we learn numeracy and literacy.' Relationships between adults and pupils are of mutual respect and pupils know that they can talk to adults if they have any personal concerns. Pupils play together amicably during lunchtimes and playtimes and they behave impeccably in classrooms. Attendance is good. Pupils' spiritual, moral, social and cultural development is outstanding. Assemblies are spiritually uplifting and offer very good moral guidance. Music, art and literature from other cultures, together with links with a school in Uganda, enrich pupils' cultural development very well. Pupils are knowledgeable about sensible eating and enjoy healthy snacks and food prepared in the school kitchen. Pupils understand the importance of exercise and many walk or ride on bikes and scooters to school. They know that if any inappropriate behaviour occurs, staff are there to support them. Pupils take a lead in collecting funds for charities and are most proud of their work for African Revival.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have high expectations of pupils making good progress and the purpose of each lesson is explained clearly. Planning is good and work is well matched to the abilities within the class. Pupils who are learning English as an additional language are well supported by teaching assistants and specialist teachers so that they make good progress. Pupils with learning difficulties are identified early so that good support can be put in place to meet their needs. Pupils know what it is they are going to learn and report that teachers help them get better because they tell them what they need to do to improve their work. Marking in books is regular and encouraging to pupils. There are, however, occasions where the planned tasks expand to fill the time available and there is no clear guidance given to pupils as to how long should be spent on their work. Sometimes pupils spend too much time on the carpet and the progress they make slows a little.

Curriculum and other activities

Grade: 1

The school provides a very rich curriculum with many extra activities that support both academic and personal development. The programme to promote pupils' personal, social and health education is excellent and results in pupils having a very clear understanding of how to keep safe and healthy, as well as preparing them for the next stage of their education. Pupils speak enthusiastically about all of the visits they experience and of the visitors into school that makes learning fun for them. The school provides more clubs than is normally seen in an infant school and pupils are very excited about them. Science and gardening clubs are most popular and pupils are very keen to share what they have learnt through newsletters and reports.

Care, guidance and support

Grade: 1

The provision for pupils' care, guidance and support is outstanding. Systems for monitoring and tracking pupils' progress are effective. The school is now in a position to use the analysis of data rigorously to further improve standards. Pupils' personal development is excellent as a result of the exceptionally good care. Staff respond to pupils' concerns promptly. Risk assessment is rigorous and parents are confident that their children are safe, as one parent writes, 'I am 100% confident that my child is well cared for and has every need, be it emotional or educational, met.' Child protection procedures are firmly established and all staff have received training. Needs of pupils who have learning difficulties are identified early before becoming major hurdles and the intervention strategies provided support their learning well. This results in all pupils making good progress. Pupils are given a 'voice' in the school through the School Council and this prepares pupils well for active citizenship.

Leadership and management

Grade: 2

Leadership and management, including governance, are good. The headteacher is very experienced. She manages the school well and provides effective leadership that has had a positive impact on the school's ethos. The head and deputy form a strong team and, along with the senior leaders, ably monitor and evaluate the provision and standards. The school's rigorous self-evaluation demonstrates that the senior leaders know the strengths and areas for further development well. Effective systems are implemented to monitor the quality of teaching and learning to make sure that all pupils make good progress. The school attaches great importance to staff training and development and evaluates any new initiative thoroughly to make sure that it is of benefit to the pupils. The school has good links with local schools and this further helps to provide staff development.

The school's commitment to include all pupils in all activities is outstanding. For example, pupils who are gifted and talented, those who have learning difficulties, and

those whose first language is not English receive high quality support through a wide range of strategies. Resources are of good quality and pupils' work is beautifully displayed around the school. This creates a positive learning environment. The governors have developed their role of a critical friend. They effectively monitor and evaluate the work of the school. Individual governors are linked to subject areas and visit the school regularly and discuss progress in their subjects with the relevant leaders. They are beginning to be involved in drawing up the plans that the school has to develop further, although this is at an early stage.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming your inspectors into your school a few days ago. You were all very helpful and told us all about your work. I am now writing to let you know what we found out.

We agree with you that yours is a good school. Your parents are particularly pleased with the progress you all make and told us that you like coming to school. We think that you all work hard and that you all get on very well. Your behaviour is excellent. We were particularly impressed with all of the clubs that go on in your school. I enjoyed visiting the Science club and learning all about different seeds. Your gardens are beautiful and I know that the Gardening club works hard to keep these lovely. You have won so many awards, especially for your work on becoming eco-friendly. Your school council is very good at making things better at your school, and we enjoyed talking to them.

We enjoyed the lessons we visited and know that learning is fun in your school. We have asked your teachers to make it even better by not keeping you on the carpet for too long and by challenging you to finish your work in a shorter time. You can help by concentrating hard and trying to finish your work in the lessons.

Once again thank you for being so helpful. We wish you all the best in the future.

Marianne Harris

Lead Inspector