



# Knaphill Lower School

## Inspection Report

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**Unique Reference Number** 125047  
**Local Authority** Surrey  
**Inspection number** 293179  
**Inspection date** 26 February 2007  
**Reporting inspector** David Whatson

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

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|---|--------------------|-------------------------|-----------------|
| <b>Type of school</b>                     | Infant             | <b>School address</b>   | Chobham Road    |
| <b>School category</b>                    | Community          |                         | Knaphill        |
| <b>Age range of pupils</b>                | 3-7                |                         | Woking GU21 2SX |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01483 473282    |
| <b>Number on roll (school)</b>            | 348                | <b>Fax number</b>       | 01483 799096    |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Mrs A Bedford   |
|   |                    | <b>Headteacher</b>      | Mrs A Kalfayan  |
| <b>Date of previous school inspection</b> | 23 September 2002  |                         |                 |

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|-------------------------|--|------------------------------------|
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The Nursery in this large infant school draws its children from a wide area. The school also welcomes 30 pupils to the Reception year each September who have had a variety of pre-school experiences. The vast majority of children come from homes that are socially and economically advantaged. Almost all are of White British ethnicity. The percentage of pupils from different minority ethnic groups and those learning English as an additional language is below the national average, but increasing. The proportion of pupils with learning difficulties and disabilities is below average but the percentage with statements of special educational needs is broadly average. There are significantly more boys than girls at the school. The school is one of the 'Sustaining Success, Leading Edge Development' schools that share their practices and outcomes with other schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Knaphill Lower School is an outstanding school whose pupils show much enthusiasm for all that the school offers. One parent wrote, 'It is a great educational facility with excellent staff'. By the time pupils leave school at the end of Year 2, the standards they attain in reading, writing and mathematics are exceptionally high, and have been for some time. The school's commitment to each pupil, and especially to their personal development, underpins this success. Its continual drive for excellence enables all pupils, regardless of background or ability, to achieve extremely well. The very strong leadership of the headteacher has established robust and highly effective systems that accurately assess all aspects of the school.

There is no complacency at Knaphill and pupils' performance is analysed in depth. By introducing new teaching methods and adapting the curriculum the school has addressed the fact that over the last few years boys have done less well than girls in the national assessments at the end of Year 2. The school has begun to make wider use of drama and computers to help boys to learn even more effectively. Boys are now doing much better than before although there is still more to be done.

Due to excellent teaching and a highly stimulating curriculum the pace of learning is swift. In the Nursery, staff provide a wealth of stimulating experiences both inside and outside the classroom. In the Reception classes, the gifted team of teachers and support staff provide an engaging and challenging environment. Daily assessments are accurate, and ensure that most children make speedy progress. By the end of the Reception year most are working at levels which are in advance of their age. Throughout the school pupils have excellent attitudes to learning, aided by lessons in Years 1 and 2 which move at a brisk pace. The school identifies the needs of individuals or groups of pupils and provides excellent support which is continually reviewed and improved.

The school council works successfully on behalf of all pupils and has helped develop and improve upon the 'Woodland Enclave'. Pupils' contribution to the 'Healthy Schools Award' and the 'Eco Green Flag' have contributed to their excellent understanding of what they need to do to stay fit and healthy, and what their responsibilities are in the local and wider community.

Since the last inspection, the school has improved pupils' cultural awareness. They describe with enthusiasm the faiths and cultures represented in modern British society which are mirrored in their own school. Parental involvement in their children's education is welcomed and many volunteer to assist in school on a regular basis. Parental satisfaction with this school is high. The school is very well placed to sustain its outstanding performance.

### What the school should do to improve further

- Extend the opportunities for boys to use drama, story clubs and computers to help them with their understanding of their work.

## **Achievement and standards**

### **Grade: 1**

Standards are high and throughout their time at school pupils work hard and achieve very well. The vast majority of those entering the Foundation Stage are working at the levels expected for most three and four-year-olds, although overall boys' levels of understanding are slightly lower than those of the girls. Their personal, social and emotional development is often the least well-developed. The very good provision in the Foundation Stage ensures that the rate of progress is very good. Children rapidly improve their personal and social skills, so that by the end of their Reception year most are working comfortably in the early stages of the National Curriculum. By the end of Year 2, standards are well above average in reading, writing, and mathematics. Even though boys achieve very well the standards they reach in national assessments, especially in reading and writing, remain a little below those of the girls at the school. There is little difference in the achievement of pupils from different minority ethnic groups or those learning English as an additional language. Pupils with learning difficulties progress well. In their efforts to raise standards, especially for boys, the school sets challenging targets.

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

### **Grade: 1**

The pupils' personal development and well-being are outstanding. From the Foundation Stage the school sets a high priority on promoting pupils' independence and social development. As a result, pupils are highly confident, mature and eager to learn. Such qualities, coupled with very good basic skills ensure that pupils are well prepared for their future. Pupils have an outstanding awareness of the need to stay fit and healthy and make appropriate life choices. One pupil said that given the choice he would not have chocolate every day, as he would wish to balance this against the need to eat his five pieces of fruit.

Pupils' spiritual, moral, social, and cultural development is excellent. Due to the school's great effort, attendance levels have improved and are now very good. They successfully identified the particular needs of its parents and use novel ideas to improve attendance. Behaviour is exemplary both in class and around the school. The pupils are aware of others less fortunate than themselves and are involved regularly in charitable activities. Pupils are provided with a good range of opportunities to exercise responsibility especially in class and through their recycling activities. Children feel safe, secure, know that secrets are not always a good thing and take good care of each other.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Outstanding teaching supports pupils' exceptional progress. Lessons are carefully planned and are tailored for the full range of abilities and interests in each class. For example, the increasing use of computers in mathematics has engaged boys more fully in their learning and has helped to raise standards. Other imaginative approaches, such as the use of caterpillars in the Nursery, have also added to children's enthusiasm and excellent rate of learning. Very effective use of challenging questions adds considerably to the speed at which pupils learn. Teaching assistants work very closely with pupils and provide very effective support, especially for those with learning difficulties or who learn English as an additional language.

The marking of pupils' work is very good. Pupils value highly their teachers' carefully written comments and the time they are given to correct their work. Very high levels of interaction ensure that during lessons pupils are informed about how they can improve and what they need to do next.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an excellent curriculum that offers breadth and depth and is enriched by a wide range of extra-curricular activities that include two modern foreign languages. The Foundation Stage curriculum offers a successful blend of learning experiences across indoor and outdoor settings. The school's exceptional outdoor space, including the trim trail, is frequently used to promote pupils' health and fitness. The introduction of drama sessions and story clubs have not only added new dimensions to pupils' learning and enjoyment in Years 1 and 2 but engaged boys more fully in their own learning, and helped to raise standards in reading and writing. Every aspect of pupils' personal development is carefully woven throughout the curriculum so that important strands, such as staying safe, have maximum impact.

### **Care, guidance and support**

#### **Grade: 1**

Arrangements for the care, guidance, and support of pupils are outstanding. There are well considered arrangements at lunchtimes so that pupils make the most of the social aspects of eating together. The specific needs of pupils with learning difficulties are catered for with considerable care and sensitivity. Staff appointments and training ensure that the needs of pupils learning English as an additional language, especially those at an early stage, are well met. From the day a child starts in the Nursery the school tracks pupils' academic progress assiduously. This information is used effectively to provide individuals with short-term targets about how to improve their work and to set longer term goals.

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## Leadership and management

### Grade: 1

Leadership and management are outstanding. The headteacher and her deputy collaborate closely. They provide a very strong and effective leadership of the staff team. One parent wrote, 'We are lucky to have forward thinking staff and leadership...who embrace issues with dynamism'. All those involved in the school share a very clear vision. The success of this is reflected in the pupils' enjoyment of school and the high standards attained over recent years.

The school's evaluation of its own performance is frank, precise and very well-informed. Leaders make skilled use of data to identify areas for development and take prompt action. These priorities are set out clearly in the well-considered improvement plan. All subject co-ordinators are very closely involved in monitoring, reviewing and developing their subjects or areas of responsibility. This has been very evident in the work of the Foundation Stage manager and the development of a very detailed assessment process.

School governors do an excellent job. Their termly visits keep them well informed. They are astute in the questions they ask and innovative in the suggestions they make. Decisive decision making about finances has helped to support school improvement. One notable success has been in the additional support for the increasing number of pupils who are at an early stage of learning English.

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## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### 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> | 1   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| The capacity to make any necessary improvements  | 1   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 1 |
| The standards <sup>1</sup> reached by learners   | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress                              | 1 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 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

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

<sup>1</sup> 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

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 1   |
| 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  | 1   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| 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 me to your school last week and the time you took to speak to me. I learnt a lot from you about the many things that you like about your school.

I agree with you, your parents and your teachers that this is an outstanding school. You work hard and make the most of all the very exciting things that your teachers provide for you. Because of this your work in reading, writing and mathematics is outstanding. Your behaviour is excellent and you care for each other and the environment a great deal. You enjoy the wonderful outdoor space you have and all the opportunities to stay healthy by running around.

Although this is a superb school it can still improve.

- You all do really well in reading, writing and mathematics, the school needs to build on the use of drama, story clubs, and computers, to continue the current rise in standards with regard to boys reading and writing.

I hope you continue to enjoy your school and all the wonderful opportunities it provides and of course, continue to work hard!

Yours sincerely

David Whatson

Additional Inspector