



Langshott Infant School

Inspection Report

Unique Reference Number 125104
Local Authority Surrey
Inspection number 293194
Inspection dates 27–28 September 2006
Reporting inspector David Marshall

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

Type of school	Infant	School address	Smallfield Road
School category	Community		Langshott
Age range of pupils	4–7		Horley RH6 9AU
Gender of pupils	Mixed	Telephone number	01293 776341
Number on roll (school)	115	Fax number	01293 821540
Appropriate authority	The governing body	Chair	Mr Peter Horder
		Headteacher	Mrs Vivienne Hogg
Date of previous school inspection	12 November 2001		

Age group 4–7	Inspection dates 27–28 September 2006	Inspection number 293194
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Langshott is a smaller than average infant school. Pupils come from a range of home backgrounds, most from owner-occupied and rented housing and a small number from the travelling community. The majority of the children are from White British backgrounds with a below average number coming from other ethnic groups. The number of pupils eligible for free school meals is also below average. Attendance and punctuality rates are high. Most children attend some form of pre-school education before coming to school. Since April 2005, the school has opened between 8.00am and 6.00pm. Breakfast and after school care clubs are managed by the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Langshott is an outstanding school. The inspection findings agree with the school's judgement that the school provides a highly effective education for all its pupils. As one parent said, 'Langshott shows a warmth and genuine passion for the care and education of the children.' Led by a highly experienced headteacher, the staff put the children's learning and development of new skills and understanding at the centre of all that they do. A clear vision, along with the stimulating learning environment and outstanding curriculum, ensure that pupils make rapid progress and achieve very well. Their gifts and talents are nurtured from the outset and those who find learning difficult are given high quality support. From being average when they begin the Reception Year, pupils' standards are consistently well above average by the time they leave the school.

Teaching and learning in the Foundation Stage are excellent, and these young children make a very good start to their education. Teaching and learning throughout the school are never less than good, and often outstanding. Observations and assessments by teachers of what the pupils know and can do are excellent. The information gained is used outstandingly well to guide and challenge pupils and to move them rapidly on to the next stage in their learning. The weekly meetings held by all year group staff to discuss their planning and the interests and advancement of individual pupils are thorough and incisive. As a result, teachers are very clear about the most effective ways to ensure that activities are appropriate for every pupil. Lessons are challenging and exciting, making sure that all pupils enjoy learning. Support staff make an outstanding contribution to the pupils' development. Having been given many opportunities to make their own unique contributions, they are keen to develop their roles even further.

Pupils are cared for exceptionally well and all of them, including the most vulnerable, feel safe and secure. Their personal development is outstanding. By the time they leave the school, they have developed into well-rounded individuals because of their excellent spiritual, moral, social and cultural development. Behaviour is exemplary. It was noteworthy that on a number of occasions pupils reminded each other of the need for 'gentle hands' or 'walking feet'. They are excellently equipped for the future to cope with academic and social challenges. Parents, who enjoy an exceptional relationship with the school, are very pleased about this. As one wrote, 'The confidence and desire to go to school that our daughter has shown is wonderful. We could not be more pleased.'

The exciting curriculum covers all subjects very well and is enhanced by an outstanding range of additional activities. The way that the wooded and outside play areas are used makes every day exciting for the pupils. As there is no designated area, the younger children in the combined Reception/Year 1 class occasionally lack opportunities for appropriate outside play.

The headteacher provides first-rate leadership. She is very ably supported by all staff and developments are driven forward at a very good pace. Teamwork is excellent.

Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. There is an unremitting drive to improve. The staff's determination not to rest on their laurels is evident and the school has an excellent capacity to improve.

What the school should do to improve further

- Provide a better, purpose-built, outside play area for those reception-age children in the mixed-age class.

Achievement and standards

Grade: 1

Most pupils enter the school with average attainment. Standards are consistently well above those expected for the pupils' ages by the time they leave and their achievement is outstanding. In the 2006 national assessments, pupils reached standards that were well above average in speaking and listening, reading and mathematics, and above average in writing. Their targets are challenging and in these national assessments were exceeded with a high proportion of pupils achieving the highest level. The school is especially good at assessing how well its pupils are doing so that gaps and weaknesses are identified straight away and tackled speedily.

There is an upward trend in standards across a wide range of subjects. Achievements in art are of a high standard and there are many opportunities for pupils to develop their creative, sporting and musical talents. Standards in information and communication technology have improved since the last inspection and are now high. The provision for pupils with learning difficulties is exceptional, as is the provision for those pupils with special gifts or talents. Both of these groups achieve highly and make excellent progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils are polite, well-mannered and confident when talking with each other and adults. They speak warmly about their school, one even saying, 'I like being at school best'. Attendance is above the national average and all pupils participate fully in lessons and behave exceptionally well. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing a very good understanding of how to stay healthy by eating sensibly and enjoying physical activities. There are many opportunities for regular exercise in physical education lessons, in the spacious school grounds and by using the good play equipment.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils are respectful of each other, follow the school's clear moral code, and relate exceptionally well to each other and adults. They are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils participate in a wide range of activities that help

them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is outstanding. In addition to fund raising for different charities, the school council has been instrumental in putting forward ideas that are making a real difference to the quality of their own school. They are particularly proud of the visit of teachers from the local secondary school that they initiated by writing to them about their shared grounds. Pupils are learning the necessary skills that will enable them to settle into their future schools well, and become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are never less than good and often excellent. Teachers' planning is exceptional and in all subjects firmly based on the use of careful assessments. This ensures that tasks are pitched at the right level for all pupils. Learning is fun. Lessons move forward at a very good pace and pupils' attention is held throughout. The use of resources, such as the interactive whiteboards and the extensive school grounds, inspire pupils to try their hardest. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given.

Marking, with the pupils, is used very well to give very clear and immediate pointers about what they need to do reach even higher standards. Targets are used very well and all pupils know what they have to do to improve their work.

Curriculum and other activities

Grade: 1

The school's curriculum is excellent. The planning and evaluation of the curriculum, and the way that this is linked with staff training and development, is very effective. Learners enjoy and benefit from a wide range of activities inside and outside the classroom. Approaches to learning match the needs of all pupils including those who have learning difficulties or gifts and talents. Resources are very well used, particularly in art and design and technology. There is an excellent range of high quality additional activities that enrich the curriculum and promote pupils' development and enjoyment. The wide range of after-school clubs is particularly popular. Provision for pupils' personal, social and health development are excellent and the school uses an exceptional range of community and other links to enhance learning. By the end of Year 2 pupils are well prepared for junior education and the transfer between schools is managed very well.

Care, guidance and support

Grade: 1

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. Children settle into the Foundation Stage particularly well because of the excellent relationship with the local playgroups, and the outstanding care taken over the home visits and induction process. From this early start staff members know all pupils really well and treat them with respect and fairness at all times. The partnership with parents is exemplary. They are well involved and aware of what is happening in school. One parent wrote, 'Each and every teacher and member of support staff is an asset to the school with their passion for teaching evident on a daily basis.'

Linked to the exceptional practice in pastoral care, there is the robust assessment of academic progress. Comprehensive assessment information is regularly updated and pupils' strengths and weaknesses are accurately identified and appropriate support or extra challenges are provided.

Leadership and management

Grade: 1

Teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. The very experienced headteacher's leadership is outstanding. All staff follow her exceptional lead and are excellent role models in their own right. Governors and parents provide first-rate support. Everyone involved in the school shows an unremitting drive to achieve their best.

There is a clear understanding of strengths of the school and areas that need more development. The school's self evaluation, although occasionally modest, is extremely effective. The school improvement plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The outstanding governing body is involved in this process and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

The school has outstanding links with other schools and organisations to give pupils every possible opportunity. Management at all levels is very good with excellent systems in place to monitor pupils' progress and the quality of teaching and learning. Within the school there is a high commitment to include all pupils in all activities and the care and concern for all pupils is a high priority. Parents value this and see it as an important feature of the school. The school is very well placed to continue its successes and has an excellent capacity to improve.

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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?	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

How well do learners achieve?	1
The standards ¹ 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

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?	1
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?	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 so much for welcoming me into your school. I enjoyed my time with you and would now like to tell you what I found out about your school. I agree with what one or two of you told me - Langshott is an excellent school.

I think you all do very well and really try hard at all times. You are all making very good progress and I was very impressed that you knew what to do to make your work even better. I saw that you know you are especially lucky to have so many different activities both during and after school. I also saw how keen you are to take part and how well you behave. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn. I talked to your teachers about building a new outside area for some of you to work in. When it is built I am sure you will make the most of it.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall (Lead inspector)