

Kingfield School

Inspection report

Unique Reference Number	125112
Local Authority	Surrey
Inspection number	293199
Inspection dates	24–25 April 2007
Reporting inspector	George Rayner

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	118
School	
Appropriate authority	The governing body
Chair	Mr Peter Wichmann
Headteacher	Mrs Sue Pilatowicz
Date of previous school inspection	12 February 2001
School address	Kingfield Road Woking GU22 9EQ
Telephone number	01483 761885
Fax number	01483 727563

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is smaller than most. Pupils' standards on entry to the Foundation Stage vary from year to year and are usually below those expected. The proportion of pupils with learning difficulties and disabilities is above average. Pupils' socio-economic circumstances are broadly average, although a small proportion come from disadvantaged backgrounds. An above average proportion of pupils are from minority ethnic backgrounds, although no single group dominates. The proportion at an early stage of learning to speak English is above average. The school is in an area that, until recently, was under consideration for reorganisation, due to a fall in the number of children in the locality.

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 outstanding features. One parent expressed the views of many in saying, 'The school is unfailingly caring, sensitive and professional in meeting pupils' learning and personal needs'. The school's outstanding commitment and effectiveness in providing care, guidance and support means that pupils' personal development and well-being are also outstanding. Pupils' love of school is evident in their highly positive attitudes to learning and their exemplary behaviour. They live very healthy lives and are extremely enthusiastic in joining in with the many opportunities that the school provides to be active. Pupils know how to keep themselves safe and care very much for each others' welfare.

Because of good teaching and learning, supported by a good curriculum, pupils achieve well. Good provision in the Foundation Stage ensures that children make good progress. Teaching and learning are good. Teachers plan interesting lessons that encourage pupils to work hard and enjoy learning. Some lessons are outstanding because there are high expectations and levels of challenge which are extremely well matched to each pupil's needs. In other lessons, teachers do not always plan sufficiently challenging work for the most able pupils. When this happens their progress is slower than in the best lessons and results in progress being good overall, rather than outstanding. Pupils have good opportunities to develop their ICT (information and communication technology) skills. Although there is a clear plan for improving ICT resources and planning, pupils do not have sufficient opportunities to use their skills to enhance their work in all subjects. This limits opportunities for pupils to learn to use computers effectively.

Because there are variations from year to year in the skills and knowledge of pupils when starting school there are variations in the standards attained at the end of Year 2. Standards are currently above average in Year 2 in reading, writing and mathematics. The school is very aware of the needs of pupils with learning difficulties and disabilities, those at an early stage of learning to speak English and pupils who come from disadvantaged homes. It meets these needs effectively. As a result, these pupils make good progress.

Leadership and management are good. For most of the period since the last inspection, the review of local education provision has made the school's future uncertain. This has been an obstacle to long term development and has made it difficult to maintain a settled staff team. During this challenging time the school has succeeded in maintaining good quality and standards. This has been due to the exemplary and steadfast leadership of the headteacher, and the sustained commitment of the staff and governors who have remained throughout this time. This track record shows that the school has a good capacity for further improvement.

What the school should do to improve further

- Make sure that lesson planning always takes full account of the needs of the differing abilities in each class so that all are always fully challenged.
- Ensure that pupils have effective opportunities to use computers to enhance their work in all subjects.

Achievement and standards

Grade: 2

Standards are currently above average in Year 2. Pupils' achievement is good in all years and it is very good in Year 2. Many children enter the Foundation Stage with weak language and

social skills and knowledge and understanding of the world. They make rapid progress in their social and personal development in the Nursery, which helps them to quickly become good and enthusiastic learners. This provides a strong foundation for continued good progress in the Reception class. By the time pupils enter Year 1, most are reaching expected levels in all of their areas of learning. In Years 1 and 2, the best progress is in writing. Year 2 pupils express their ideas in interesting ways and in a variety of styles. Until recently mathematics standards have been broadly average. Pupils have become competent in their basic mathematical skills, but have had weaknesses in putting these to use to solve problems. The impact of recent improvements to teaching is beginning to be seen, particularly in Year 2, where pupils are now working at above average levels in mathematics.

Personal development and well-being

Grade: 1

Pupils take part in a wide range of activities and have been actively involved in gaining the Healthy School's Award by demonstrating their enthusiasm to the assessors. Pupils show great consideration when working and playing with each other. They take on responsibility very well. Those who act as 'playground buddies' set an excellent example in the way that they help others who are less secure. As one explained, 'It's really hard work but buddies do help you to solve problems.' The school council takes its role very seriously and members are proud that they 'try to make the school a better place'. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils develop a very reflective view of the wider world through their involvement with the local church and local communities and willingly raise money for a variety of charities. Pupils' good progress in literacy and numeracy and their developing self-confidence and skills in working with one another mean they are well prepared for their next stage in learning. Although most pupils attend school regularly, the frequent absence of a few hampers their learning.

Quality of provision

Teaching and learning

Grade: 2

Teachers often praise and encourage pupils, which considerably helps their motivation and self esteem. They use marking very well to encourage and to guide pupils on how they might improve. Through their good teamwork, teachers and teaching assistants make sure that pupils who need extra help quickly receive it. Teachers have a good understanding of the skills that pupils need to develop as good writers. They use this well to provide a range of stimulating, useful writing tasks. Teachers are aware that they have not given pupils enough opportunities to practise using their numeracy skills to solve mathematical problems. They have worked together to improve this. The impact is beginning to be seen in improved standards, particularly in Year 2. In the very best lessons teachers use assessment extremely well to make sure that expectations and challenges are just right for all pupils. In other lessons, teaching is not quite as effective. For example, planning does not always ensure that during discussion, questions are sufficiently challenging for the most able pupils.

Curriculum and other activities

Grade: 2

In the Foundation Stage and particularly in the Nursery, stimulating activities encourage children to learn by playing and exploring. These are well planned to combine activities across different areas of learning with the emphasis on being active and developing communication skills. Children in the Nursery make very good use of the outside area. The school plans to further improve the outdoor curriculum for the Reception class by installing all-weather canopies. In Years 1 and 2 the school has introduced innovative ways to promote pupils' learning by making links between different subjects. These are not firmly established throughout the school. For example, although opportunities to use computers in different subjects are improving, they are not sufficient in all subjects. Extra curricular provision is very good with a wide range of visits, activities and well attended clubs. There is an effective emphasis on personal and social development, which helps pupils to develop a good awareness of their own needs and those of others.

Care, guidance and support

Grade: 1

The school has a very strong commitment to caring, which is reflected in its excellent arrangements for safeguarding pupils. As a result, the school is a close knit, secure community and pupils feel very safe and happy. Procedures for safe recruitment and for child protection are extremely clear, well known and rigorously applied. Provision for pupils with learning difficulties and disabilities and those at an early stage of learning to speak English is very good. Parents and carers are actively encouraged to work with the school to support their children. They contribute to the setting of targets for children in the Foundation Stage. Academic guidance is very strong. Detailed tracking of progress ensures that any potential underachieving pupils are quickly identified and helped. Pupils are very well involved in assessing their own progress and setting their own targets.

Leadership and management

Grade: 2

The headteacher's extremely clear and optimistic vision for the school is strongly shared by all staff and governors. In spite of recent turbulence in staffing there is a commendable sense of shared purpose in the school and morale is high. Although most subject coordinators are recently appointed, they are quickly blending into an effective team. They have relevantly identified the ways in which they need to improve their areas and are putting their plans into operation with commitment. However, in most cases the impact of their work is just beginning to be felt and they are not as fully involved as they need to be in monitoring their subjects. The school is aware of this and plans are in hand to further improve this aspect of leadership. Most governors are regular visitors, whose very strong and committed support is highly valued by all staff. The school has well organised, regular and rigorous procedures to monitor its work. Its good self evaluation has given it a good awareness of its strengths and the areas it needs to improve. The school is conscientious in ensuring that all aspects of racial equality legislation are implemented.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	2
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	3
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	2

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?	2
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.

Annex A

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	1
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	2
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

10 May 2007

Dear Pupils

Inspection of Kingfield School, Kingfield Road, Woking, GU22 9EQ

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work. We were able to see that yours is a good school.

You make good progress in your work. This is because teachers plan interesting lessons and you work hard. You become very good writers and we enjoyed reading your interesting work. You have not always used your mathematics skills well to solve problems. Now that the teachers are giving you more practice, you are beginning to become very good at this too. Those of you in the Nursery and Reception learn very quickly to work together and we could see that you enjoy finding things out for yourselves.

Yours is a very happy school. The adults care for you very much and work hard to make sure that you are safe and happy. You help a lot by joining in with the things they give you to do and also by caring for each other. The playground buddies told us that their work is very hard, but they think it is very worthwhile.

The headteacher, teachers and other adults know how to make the school even better and are working together very well to make sure this happens. We have asked them to make sure that all lessons are as good as the very best ones at making the work just right for everybody. We have also asked them to make sure that you have enough chances to use computers in all of your subjects.

Well done to you all and very best wishes for the future.

George Rayner

Lead Inspector