

Burhill Community Infant School

Inspection report

Unique Reference Number	125055
Local Authority	Surrey
Inspection number	315134
Inspection date	13 October 2008
Reporting inspector	Beryl Richmond

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	316
Government funded early education provision for children aged 3 to the end of the EYFS	142
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Dorothy Clark
Headteacher	Mrs Annette Calver
Date of previous school inspection	9 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pleasant Place Hersham Walton-on-Thames KT12 4HR
Telephone number	01932 225 836
Fax number	00932 240 397

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school, the out of school care provided by the school and the following issues.

- How is the school improving standards and achievement in reading and writing?
- What is the quality of provision for Early Years Foundation Stage (EYFS) children and what is its impact on their achievement and personal development and well-being?
- Have the current leadership team the skills and experience to maintain the strengths of the school and develop it further, particularly the quality of teaching and learning?

The inspectors did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified.

Description of the school

Burhill Community is larger than average and oversubscribed. It makes provision for children in the EYFS in three full-time Reception classes and one Nursery class with part-time morning and afternoon sessions. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is in line with the national average. The proportion of pupils who are learning English as an addition language is below average. The proportion of pupils with learning difficulties and/or disabilities is below average. Their needs include severe and moderate learning difficulties, behavioural, emotional and social needs and autism. There have been recent changes in the leadership and management and staffing of the school. The school provides out of school care in the 'Early Birds' Breakfast Club and in the 'Stay and Play' After School Club. The privately run Burwood Playgroup operates from a classroom adjacent to the Nursery class. A Children's Centre is in place at the school but it will not be fully functional until November 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Burhill Community is a good school. Self-evaluation is excellent and consequently standards in reading, writing and mathematics have been consistently either above average or exceptionally high between 2005 and 2007. Achievement is good. This is because the school has high expectations of what its pupils can achieve and sets very challenging targets for improvement. Pupils' progress is tracked rigorously to ensure they are making expected or better progress and so that additional support can be provided if necessary. The two areas for improvement identified at the time of the last inspection have been successfully addressed. Information and communication technology (ICT) is now used well to support pupils' learning in other subjects and attendance is now above average. The school knows its strengths and areas for improvement exceptionally well and is not complacent. Teamwork is very strong. During the recent period of change, the excellent leadership of the headteacher, ably supported by the deputy headteacher has ensured that pupils have continued to achieve well and develop well personally. The school has excellent links with a wide range of other organisations to support pupils' welfare and learning. In particular, links with members of the local community are very strong. For example, a local shop sponsors the food for the school's 'Early Birds' Breakfast Club and 'Stay and Play' After School Club and consequently pupils benefit from healthy food choices. Pupils have an excellent understanding of how to stay healthy and participate in many sporting activities. They are very active in the playground. Pupils contribute well to their own community as school councillors and in other ways that help with the smooth running of the school and give them opportunities to take on responsibilities.

Children's starting points in the Nursery are below those expected, especially in language development. Children make good progress and then transfer to the Reception classes, together with children from other nurseries and playgroups and a few children who have not attended any pre-school education. Overall, the starting points for these children are as expected for their ages. They make good progress and consequently the majority of children have achieved the goals expected of them by the end of the Reception year. By the end of Year 2, in 2008, mathematics standards improved further because of greater challenge for some pupils and a more practical approach to learning for others. Additional opportunities were given to pupils to use their mathematics in other subjects. Reading standards were similar to the previous year when they were above average. Writing standards were relatively weaker because fewer pupils achieved the higher level and there were more pupils with learning difficulties in this year group. School records show that current Year 2 pupils are on track to achieve standards similar to those achieved in previous years. In order to improve standards in writing, the school has introduced setting and improved the way that teaching assistants are used to support learning. Pupils have independent writing journals and participate in guided reading on a daily basis. The school plans to make better use of its library to promote the enjoyment of reading.

Pupils achieve well because the quality of teaching and learning is good. Pupils behave well and relationships are excellent. Consequently pupils engage well with their learning and make good progress. Planning is good and pupils' work is marked very well. The 'tickled pink' and 'green for growth' marking systems are understood well by the pupils who take responsibility for their own learning through their involvement in setting targets for improvement. The school is focusing on ensuring that the quality of teaching and learning improves further so that it is all good and there is larger proportion of outstanding teaching. Where teaching is weaker,

pupils are learning at a satisfactory but slower pace. For example, when the introduction to a lesson is too long, pace slows and pupils become restless.

Change has been managed very well during the recent past and a new enthusiastic leadership team is in place. This team is well placed to improve the quality of teaching and learning in their areas of responsibility. However, because they are relatively new to post, they are still developing their leadership and management skills. The school benefits from a very committed and supportive governing body, which holds the school to account.

Care, guidance and support are excellent and consequently pupils feel safe, enjoy school and receive the emotional and/or academic support that they need. Procedures and policies to ensure pupils' safety are securely in place and checks on adults meet current government regulations. There is good provision in the 'Early Birds' Breakfast Club and in the 'Stay and Play' After School Club for children and pupils. Excellent care is taken of the children and pupils because rigorous systems are in place to ensure their safety. Improvements in planning have been put in place to meet the needs of EYFS children but the staff recognise that these plans need further development to ensure they fully meet current requirements. However, the activities that are on offer for the pupils and children are good and take account of the needs of children and pupils of different ages. Staff have excellent relationships with the children and pupils and consequently they are happy and settled. There is a good commitment in the After School Club to further improvement but self-evaluation procedures are not yet formalised. A new manager of the 'Stay and Play' After School Club has recently been appointed and has already started to make improvements. The 'Early Birds' Breakfast Club Manager also works in school during the day in various roles and consequently knows the children and pupils well. This ensures children and pupils benefit from continuity of staffing. Improvements have been made to displays of pupils' work to ensure that they are current.

Pupils' spiritual, moral, social and cultural development is good. Pupils respond well to the wide range of opportunities in school. In particular, there is a strong focus on the arts including in the wide range of extra-curricular opportunities on offer. By the time pupils leave school, they have good personal and academic skills and are ready to take full advantage of the next stage in their education.

The school contributes well to community cohesion. It works hard to build trusting relationships with the various members of the community that it serves and through its admission policy ensures that children with learning difficulties and/or disabilities and those learning English as an additional language have an opportunity to attend. It actively seeks to make links with all members of the local community and parents. The 'Rapid Response' project encourages pupils to make a difference to their local community by reporting incidents of vandalism and graffiti. The school has strong links with a rural school in China. Pupils sponsor lunches and have provided new classroom furniture.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to school, both in the Nursery and in the Reception classes and achieve well so that, by the time they start Year 1, the majority have met the learning goals expected of them. They settle happily into school because of good links with pre-schools and parents and because of a strong nurturing environment. The staff know the children very well and work flexibly with parents to ensure children are happy and settled. A parent described the staff as 'friendly and approachable' and feels that she is leaving her child 'in safe hands'.

Good parental relationships are maintained on a daily basis and through meetings so that parents understand how their children will learn. The EYFS is managed well and clear priorities are set for improvement. Planning is generally very good but adjustments to planning for the teaching of letters and sounds has not taken place promptly enough in the Reception classes to ensure that children build quickly on what they already know. The regular voluntary support given to children with their reading contributes well to the good progress that they make. Adults work together as effective team, provide good routines, have high expectations of behaviour and achievement, and relationships are excellent. Consequently children develop well personally. Teaching and learning are good. Stimulating and interesting activities are provided in the classroom and outdoors and there is a good mix of teacher-directed and children-initiated activities. The outdoor areas are used well to support learning but the cover over the Nursery outdoor area is too small to provide adequate protection in all weathers. Good use is made of assessment to provide children with further support if necessary. Care is excellent. Strong links between the Nursery, Reception and Year 1 ensure that children benefit from both continuity of learning experiences and preparation for the next stage of learning. Some children attend the 'Early Birds' Breakfast Club and/or the 'Stay and Play' After School Club. They benefit from being with staff who build excellent relationships with them so that they are happy and settled. A variety of healthy food is provided for breakfast and teatime, which they enjoy. The clubs are beginning to include specific references to the EYFS curriculum in their planning but this is at an early stage of development. Good links are established with Burwood Playgroup and some children have lunch there in their 'Packed Lunch Pals' Group.

What the school should do to improve further

- Ensure that sufficient pace is maintained in learning so that all teaching and learning is good or better.
- Develop further the leadership and management skills of the new leadership team so that they can play their full part in improving the quality of teaching and learning.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 October 2008

Dear Children

Inspection of Burhill Community Infant School, Walton-on-Thames, KT12 4HR

Thank you very much for helping us during the inspection, particularly by talking to us about your school and the opportunities that it offers you. We were impressed by your friendliness and politeness. You go to a good school.

These are the things that we thought were particularly strong in your school.

- You enjoy school. You have improved your attendance well.
- Your behaviour and attitudes to your work are good.
- Your school offers you a wide range of exciting opportunities to learn because it has excellent links with many other organisations.
- You benefit from good teaching and are learning well. Standards in reading, writing and mathematics are at least above average by the end of Year 2.
- Your classrooms are pleasant places to learn in and you have excellent relationships with adults in school.
- Adults take excellent care of you and ensure that, if you need help, it is provided.
- You understand very well about staying healthy and keeping safe. You contribute well to your school community by taking on responsibility for jobs and also to the wider community, for example, by fund raising for the school in China.
- Your headteacher leads your school exceptionally well and all the staff and governors are working well as a team to provide you with the best possible education.
- Children get off to a good start in the Nursery and Reception classes.

We have asked your school to ensure that you always learn at a brisk rate and to ensure that teachers, who are new school leaders, have the necessary training so that they can play their part well in improving the quality of your lessons further.

I hope that you will continue to enjoy school and that you become successful adults in whatever you choose to do.

Yours sincerely,

Beryl Richmond

Lead Inspector