

# Pine Ridge Infant and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	125064
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315136
<b>Inspection dates</b>	9–10 December 2008
<b>Reporting inspector</b>	Derek Watts

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.

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	119
Government funded early education provision for children aged 3 to the end of the EYFS	63
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Lillicrapp
<b>Headteacher</b>	Mrs Lesley Abell
<b>Date of previous school inspection</b>	26 April 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Esher Road Old Dean Estate Camberley GU15 4AW

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	9–10 December 2008
<b>Inspection number</b>	315136

**Telephone number**  
**Fax number**

01276 23207  
01276 401603

<b>Age group</b>	3-7
<b>Inspection dates</b>	9-10 December 2008
<b>Inspection number</b>	315136

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Pine Ridge Infant and Nursery is smaller than average for a school of its type. About three quarters of the school population come from a White British background. The remainder come from a range of other ethnic backgrounds with Bangladeshi being the next largest group. The proportion of pupils with learning difficulties and/or disabilities is about average. The nature of most of these are emotional difficulties or speech, language and communication difficulties. A well above average proportion of pupils are eligible for free school meals. There is Early Years Foundation Stage (EYFS) provision for children in Nursery and Reception. A privately managed pre-school facility, 'Little Acorns', is located on the school's site. In September 2008, the school federated with Lorraine School and Nursery. Both schools share a headteacher, management team and governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pine Ridge Infant and Nursery is a good school. Children get off to a good start in the Nursery and Reception. Pupils achieve well across the school, because of good teaching and an interesting curriculum. Effective care, guidance and support and a positive school atmosphere lead to good personal development and well-being for pupils.

Leadership and management are successfully promoting good provision and this is resulting in good outcomes for pupils. With her staff, the headteacher has created a positive climate for pupils to learn in and staff to work in. She is well supported by the deputy headteacher. Despite the challenges of the recent federation, the leadership has rightly remained firmly focused on providing a good-quality education for the pupils. Joint planning and policymaking between the two schools are benefiting teachers' professional development and leading to consistency in the provision for the pupils.

Pupils make good progress from their starting point on entry to the school. Standards by the end of Year 2 are broadly average in reading and writing, and just above average in mathematics. Good teaching is a key factor contributing to pupils' good progress. Teachers establish good relationships with their pupils and manage them well. There is good emphasis on language work, with the result that pupils make good gains in speaking and listening. Strategies for the teaching of reading are also good. Occasionally, learning can decline when lessons do not maintain a brisk pace. Teaching assistants and voluntary helpers are well deployed and make a valuable contribution to learning, particularly for those who need extra help. A well-planned curriculum is enriched by good environmental opportunities.

Pupils really enjoy school and this is reflected in their keen participation in activities. They are friendly and polite, and relate well to others. Behaviour is good in lessons and around the school. The school has to work hard to monitor and promote attendance, which is satisfactory. Pupils adopt healthy lifestyles and know how to keep themselves safe. They make good contributions to the school and to the wider community. Pupils are well prepared for the next stage of their education.

The small proportion of parents who returned the questionnaire were very positive in their response. Typical comments included, 'My child enjoys school and has made good progress', 'I am very satisfied with my child's progress' and 'The headteacher, teachers and assistants are always available'. A vast number of parents attended the 'Nativity' productions during the inspection. The school's own surveys reveal that Pine Ridge clearly has the confidence and support of the vast majority of parents.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with knowledge and skills below those expected for their age. A significant number have low communication, language and social skills. Children settle quickly into routines and enjoy their learning because of effective induction procedures. They make very good progress in their personal development because of very effective welfare and the positive relationships established between adults and children. Good leadership, effective teaching and an interesting range of activities enable all children to make good progress in all areas of learning. Teachers and assistants provide a successful blend of adult-led tasks and opportunities for children to explore, be creative and work independently. Just occasionally,

the introductions to sessions are too long, and learning slows. The school rightly places good emphasis on developing children's language skills, and speaking and listening effectively pervades all activities. As one parent commented, 'I have noticed a vast improvement in my child's speech since starting Nursery'. The strong emphasis on language work enables children at an early stage of learning English to make good gains in language acquisition. Children are developing a love of books through the school's encouragement and the good range of texts available. Children's attainment in writing is a weaker area and the school is working on this. However, there is scope to raise the profile of writing so that there are regular opportunities for children to practise basic writing skills. There is a good range of outdoor equipment and facilities. Outdoor activities are well linked to the main themes. By the end of Reception, standards are broadly average in most areas of learning except in elements of literacy.

### **What the school should do to improve further**

- Ensure that all lessons proceed at a brisk pace and learning time is maximised.
- Extend writing opportunities for children in the EYFS.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well as they progress through the school. By the end of Year 2, standards are usually broadly average in reading and writing. Standards in mathematics are a little higher and are just above average. More able pupils are challenged, and an average proportion attain the higher than expected Level 3 in the three key areas. Good opportunities for discussion and role play enable pupils to make good progress in speaking and listening. Effective reading strategies and the school's wide range of books promote good progress in reading. The good foundation in speaking and reading supports the good progress in writing. Pupils make good progress in their understanding of mathematics and in solving problems. Those who need additional help with their learning make good progress because of the effective support provided.

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

### **Grade: 2**

Pupils thoroughly enjoy school and have positive attitudes to learning. Their spiritual, moral, social and cultural development is good. Pupils show a good understanding of customs and festivals of different religions. The high expectations conveyed by staff, and the good relationships between adults and pupils, lead to good behaviour. Attendance is satisfactory, though there are a small number of families whose children have low attendance. Pupils adopt healthy lifestyles and possess a good understanding of the importance of healthy diets and taking regular exercise. Pupils relish the opportunity to be 'special helper' for the day. They make a good contribution to the wider community by raising funds for well-known charities. The school council is at an early stage of development, but the eco council promotes the importance of recycling materials. Pupils are well prepared for the future. They possess good personal and social skills and make good progress in literacy and numeracy.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching has a positive impact on pupils' progress. Teachers have high expectations of behaviour and learning, and pupils respond well to these. Teachers successfully create a positive classroom atmosphere and this gives rise to good relationships and pupils' good behaviour. Pupils are attentive and respond well to their teachers' clear instructions and explanations. Teachers' good questioning skills and the good opportunities for discussion successfully promote pupils' speaking and listening skills. Activities and tasks are generally well matched to pupils' abilities and needs. As a result, pupils are suitably challenged and their interest is maintained. They make good gains in their learning. Lessons and pupils' learning do not always proceed at a brisk pace. Occasionally, learning time is lost because of minor weaknesses in the organisation of equipment or overlong introductions. The marking of pupils' work is constructive and helpful. Good work is praised and comments help pupils to improve.

### Curriculum and other activities

#### Grade: 2

The curriculum promotes good progress for pupils and makes a valuable contribution to their good personal development. A strong emphasis is placed on the basic skills of speaking and listening, and reading, writing and numeracy. There are good links between subjects, which add meaning and enjoyment to pupils' learning.

Pupils create artwork in the style of well known artists. For example, inspired by the work of Andrew Goldsworthy, they produced a spiral collage of natural tree materials including bark, pine needles, twigs and ferns from the school grounds. This is an impressive display. Health and safety education are promoted well across the school. Additional clubs are limited at present but there are more of these offered in the summer months. Much has been done to develop the outdoor areas. Climbing and balancing equipment, a pond, a woodland trail and a vegetable plot are good resources which enhance pupils' learning and enjoyment.

### Care, guidance and support

#### Grade: 2

Pastoral care is strong, and the headteacher and staff have successfully created a positive school climate which underpins pupils' good personal development. Procedures to ensure that pupils are protected, safe and secure at school are good. Adults have established very caring and positive relationships with pupils. Pupils feel well cared for and safe at school. They are also confident that there is always an adult they can turn to if they are upset or have problems. One of the reasons why behaviour is so good in the playground is that staff are actively engaged in organising interesting playground games for the pupils.

There is good individual support for pupils who need extra help with their reading, language or numeracy. Effective assessment and support are also helping pupils at an early stage of learning English to make good progress. Clear systems to assess and monitor pupils' attainment have been developed. Pupils are set individual learning targets to guide their progress in literacy and numeracy. Most know what they need to do to improve.

## Leadership and management

### Grade: 2

The headteacher, senior staff and governors have successfully led the school through federation, showing a good capacity to make further improvements. After an unsettled and uncertain period, parents are now happier with the arrangement and organisation of the two schools.

The headteacher and deputy headteacher are well focused on raising pupils' achievement, particularly in basic skills. Care and pupils' personal development and well-being are promoted well. Teamwork among the staff is strong and all work well together for the benefit of the pupils. Professional collaboration among the staff of the two federated schools is leading to consistency in the planning of teaching and the curriculum. The school's performance is systematically reviewed. As a result, the school knows what it does well and takes positive action to bring about necessary improvements. However, in its reviews the school is not always linking the impact of its provision to the outcomes for pupils.

Community cohesion is promoted well, as demonstrated by the school's positive and welcoming atmosphere. There are good partnerships with parents and outside agencies. An effective partnership with the local junior and secondary schools has been established. The school provides good support for parents whose first language is not English. The partnership with the 'Little Acorns' pre-school group helps children's induction into the Nursery. Different cultures and faiths are promoted well through the school's curriculum.

The school has received good support and appropriate challenge from its governing bodies. Governors have a clear understanding of the school's performance and have contributed well to the federation.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	2
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?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
The effectiveness of the school's self-evaluation	2
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**

05 January 2009

Dear Pupils

Inspection of Pine Ridge Infant and Nursery School, Camberley, GU15 4AW

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you what I have found. Yours is a good school.

These are the main strengths of the school.

- Children in Nursery and Reception get off to a good start.
- You really enjoy school, and take part in the activities well.
- The school is a very friendly and pleasant place to be in.
- Good teaching is helping you to learn well.
- You are making good progress in reading, writing and mathematics.
- The school provides interesting learning activities for you.
- Behaviour is good in lessons and around the school.
- You have a good understanding of how to be healthy and how to be safe.
- Staff take good care of you and give you good support.
- You make good contributions to the school and the wider community.
- The school is well led by your headteacher and other senior staff.
- Your parents are pleased with the school and give it their support.

These are the things the school should do to improve.

- Teachers should make sure that lessons and your learning move on at a quick pace.
- Children in Nursery and Reception could be given more chances to practise their writing.

You can help the school by continuing to behave well and working hard. Finally, thank you once again for all your help. I wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead Inspector