

Lyne and Longcross CofE Infant School

Inspection report

Unique Reference Number	125137
Local Authority	Surrey
Inspection number	315163
Inspection dates	26–27 June 2008
Reporting inspector	Joan Lindsay

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–8
Gender of pupils	Mixed
Number on roll	74
School	
Appropriate authority	The governing body
Chair	Mr Paul Crisp
Headteacher	Ms Jane Oborn (formerly Currie)
Date of previous school inspection	1 March 2004
School address	Lyne Lane Lyne Chertsey KT16 0AJ
Telephone number	01932 872327
Fax number	01932 872327

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Lyne and Longcross is a small, rural infant school that shares its site with a 20-place nursery. The majority of pupils are of White British heritage with about a fifth being Romany/Gypsy heritage. A small number of pupils are at the early stage of learning English. No pupils currently claim free school meals. The number of pupils who have a learning difficulty is higher than the national average. Their special needs include speech, language and communication, behaviour, emotional and social and moderate learning difficulties.

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. There are a number of outstanding features such as the extremely strong links with parents. They are overwhelmingly supportive of the school leading one parent to comment that they feel their child is very much a part of something very special. Pastoral care is also excellent so that pupils feel very safe and consequently happy and ready to learn.

Children enter the Reception class with varying degrees of ability but in general, their skills and understanding are below that expected for their age. They make good progress once they settle into the routines and, by the end of the year, most meet the early learning goals. They are well-prepared for the next two years of their education. 2007 results show that pupils at the end of Year 2 achieved standards that were average overall with slightly higher than average standards reached in reading. However, results in mathematics have not been as good as in reading or writing. The school has identified this and is now focusing on improving this area. Standards for pupils currently in Year 2 indicate an improving picture for mathematics and pupils are also achieving well in reading and writing. Most are meeting or exceeding the challenging targets set for them. Pupils who have learning difficulties benefit from the support they receive and also achieve well.

The quality of teaching and learning is good and pupils feel they learn well as their lessons are fun. Highly trained teaching assistants are used very effectively, especially to support pupils with specific needs. Occasionally pupils could be managed better to ensure they do as much work as they could in the time available and marking is not always consistently helpful in guiding pupils to know how to improve. The good curriculum has been adapted to meet the need to develop key skills alongside creativity. However, the themed approach does not yet focus enough on developing mathematical skills that have lagged behind literacy skills. The school is in the process of addressing this. Pupils are supported and guided well academically. However, the use of targets and systems to track progress are not always used effectively in mathematics to ensure all pupils achieve as well as they are capable of.

Pupils' personal development and well-being is a strength and their spiritual, moral, social and cultural development is outstanding. Strong links with the church and village community as well as other partners, such as the on-site nursery and schools in the federation, benefit pupils greatly in their understanding of the need to respect others and develop a sense of community. Spiritual elements such as sitting quietly in the beautiful grounds to reflect on 'thank you, sorry, please' thoughts enable pupils to develop into thoughtful, kind young people. Pupils are so happy in school, a place with 'lots of laughter and smiling faces' as one parent described it, because of the excellent care shown by all staff based on an in-depth knowledge of each child and family. Leadership and management at all levels are good.

Effectiveness of the Foundation Stage

Grade: 2

Children settle quickly into the Reception class and obviously love being at school. Parents appreciate this smooth start that is helped by the home visits carried out prior to joining. Excellent links with the on-site nursery also ease the move. A strong emphasis on personal, social and emotional development ensures children are kind to each other and learn to work together and respect each other from an early age. Adults have very good relationships with the children so that they feel safe and grow in confidence, happy to strike up conversations

with visitors. Teaching is good in the Reception class, with children benefiting from the expertise of teaching assistants. Progress is monitored well, although the use of on-going assessment to plan for individual needs is an area the school recognises could be improved. The curriculum ensures that there is a good balance between teacher-led and child initiated activities. However, despite recent improvements to the outdoor area, the space is still fairly cramped considering the increased number of children in the class. In addition, there is no large climbing equipment or space for independent use of large wheeled toys to develop children's physical skills further.

What the school should do to improve further

- Raise standards in mathematics so that all pupils achieve as well as they can.
- Improve the consistency with which marking, pupils' targets and the systems to track their progress are used to raise achievement throughout the school.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are satisfactory. The majority of children join the school with skills and understanding that are below those expected for their age particularly in relation to writing, reading and calculation. They get off to a good start and by the time they finish the Reception year, they are generally achieving as expected in most of the areas of learning, although not quite as well in writing. Through Year 1 and Year 2, pupils make good progress in their reading and writing skills so that they reach standards that are slightly above those seen nationally. Standards reached in mathematics have been closer to or slightly below national average as fewer pupils reach the higher levels in this subject. Fluctuations from year to year are to be expected in this small school and the current Year 2 has a particularly high percentage of pupils with learning difficulties as well as several pupils who joined the school at different times. This affects standards although the progress of all pupils, including those with learning difficulties is good.

Personal development and well-being

Grade: 2

Pupils obviously love coming to school with one boy saying 'Even if I feel a bit sick, I still want to come to school!'. They feel very safe here and say there is no bullying. The School Promises shape the pupils' behaviour, which consequently is outstanding. Pupils know what to eat to stay healthy and all benefit from two pieces of fruit each day. The school council plays an important role in the school and suggests improvements such as to the lunchtime routines. There is a great sense of community both in the school and as part of the local village, with several pupils involved in the village fete maypole dancing and there are very close links with the adjacent church. Developing key literacy and numeracy skills and learning how to work with others and grow in confidence prepares pupils well for the next stage in their learning. Attendance is satisfactory overall with the impact being felt disproportionately in this small school when a few pupils are absent for long periods.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is evident throughout the school. Lessons are well-planned to meet the needs of different groups of learners. Teaching assistants play a very effective role in supporting individuals and groups of pupils. New technology such as interactive whiteboards is used well to make lessons interesting and help learning. The excellent relationships that exist throughout the school have a positive impact on learning. Pupils say that lessons are fun. Occasionally however, pupils spend over-long on the carpet and class management is not as effective in ensuring all pupils work as hard as they can.

Curriculum and other activities

Grade: 2

The school has adapted the curriculum well to include more creative elements yet still focusing on developing key skills, particularly in reading and writing. This is done through a themed approach, changing each half term. This helps to make learning fun for pupils and has a positive impact on standards in reading and writing. Whilst there are good cross-curricular links that develop literacy skills, such as in a science lesson that focused on key vocabulary related to forces, there are not yet enough opportunities to develop numeracy skills across other subjects. The school is planning for this in the future. A good range of after-school clubs is available, with the emphasis on sports. Parents help to run the popular gardening club, growing vegetables that pupils can then eat.

Care, guidance and support

Grade: 2

The pastoral care that pupils receive in this small school is outstanding. Pupil well-being is at the heart of the school's ethos and this is reflected in their enjoyment of school. Pupils who have specific behaviour, medical or social needs are very well supported so that they are fully included in all aspects of school life. Parents are extremely appreciative of this. Safeguarding procedures are also good.

Targets are in place for all pupils although some are not as aware of them as others. The practice of using bookmarks with the targets on them is effective in reminding pupils of the next steps they need to take to improve their literacy skills. However, marking of pupils' work does not always give a clear enough indication of what needs to be improved, particularly in mathematics.

Leadership and management

Grade: 2

The headteacher provides excellent leadership and has a clear focus on raising standards and ensuring all pupils meet the challenging targets set for them. Changes to the leadership team have not yet had time to impact strongly on standards as roles are still developing. Staff in this small school carry multiple responsibilities, which they meet admirably although inevitably, some areas are concentrated on more than others at times. There is now more of a focus on developing numeracy skills, which is beginning to have an impact on pupils' progress in this

area. Governors are supportive and knowledgeable and use their continually developing understanding of the school to ask increasingly probing questions. Leaders and managers have a good understanding of the school's strengths and areas for development and the school has continued to improve since the last inspection. This, coupled with signs of improvement in pupils' achievement in mathematics and further developments in the senior management structure, give the school a good capacity to improve.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 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?	2

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	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 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

08 July 2008

Dear Pupils

Inspection of Lyne and Longcross CofE Infant School, Chertsey, KT16 0AJ

Thank you very much for welcoming me into your school. I really enjoyed my visit, especially talking to you and your teachers, coming into lessons and assemblies and having lunch with you. Yours is a good school that is trying hard to be even better. Here are some things that are particularly good.

- Your school is a very happy place and you all enjoy coming. You feel really safe because adults look after you so well.
- Your behaviour is excellent and as one of you told me, 'We don't have any bullies in this school'.
- Teachers make your lessons fun so you learn well, especially in your reading and writing.
- There are really good links with your parents who do a lot to help the school and help you learn.
- You know that eating fruit and drinking water and getting lots of exercise is good for you and you can do these things through the clubs available to you. And you can eat the vegetables the gardening club are growing!
- Your headteacher and the other people who manage the school do a good job so that when you leave, you have made good progress especially in your reading and writing which makes it easier for you when you go to your next school.

This is what I have asked the school to do next to make it even better.

- Improve your skills in mathematics so that you do as well in that subject as in reading and writing.
- I have asked the teachers to ensure that your books are always marked with helpful comments and that teachers use what they know about how well you are doing, to help you to do even better.

You can help your school too by continuing to work hard and behave excellently. Thank you again for a lovely visit to your school.

Yours sincerely,

Joan Lindsay

Lead Inspector