

Scott Broadwood CofE Infant School

Inspection report

Unique Reference Number	125241
Local Authority	Surrey
Inspection number	315208
Inspection dates	21–22 January 2008
Reporting inspector	Peter McGregor

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	5–7
Gender of pupils	Mixed
Number on roll	
School	69
Appropriate authority	The governing body
Chair	Canon Peter Bruinvels
Headteacher	Mrs Christine Prosser
Date of previous school inspection	23 February 2004
School address	The Street Capel Dorking RH5 5JX
Telephone number	01306 627234
Fax number	01306 628280

Age group	5-7
Inspection dates	21–22 January 2008
Inspection number	315208

© Crown copyright 2008

Website: 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 one Additional Inspector.

Description of the school

Scott Broadwood is a much smaller than average infant school. It is on two sites three miles apart in the villages of Capel and Ockley, near Dorking. Each site has pupils aged from four to seven. The proportions of pupils eligible for free school meals and those requiring support for learning difficulties and/or disabilities are below average. The areas around the two sites are economically and socially advantaged, but pupils from a very wide range of backgrounds enter the school. All pupils are of white British origin. The school has Investors in People status and the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Scott Broadwood is a good school. Great improvements have been made since the last inspection four years ago. It provides a successful education built upon Christian principles. Pupils are extremely happy. Parents and carers are particularly pleased with the quality of what is provided, encapsulated in a parent's comment, 'I don't think we would get a better start for our children's education, anywhere'. Staff from the two sites work closely together and appreciate the good quality of leadership and management that guides their work.

Children join the school with wide-ranging standards that are broadly average overall. They are set challenging work and do well, building firm foundations in the Reception classes. Pupils in Years 1 and 2 grow in self-confidence and make good progress, achieving above average standards by the end of Year 2. They have good vocabularies, speak well, and use numbers and the language of mathematics accurately. Pupils' information and communication technology (ICT) capability is not as high as their other skills. This is primarily because difficulties in providing a network over the split site have only very recently been resolved. High-attainers and those with learning difficulties and/or disabilities do well.

Pupils' personal development and well-being is good. They behave well, have good attendance and very positive attitudes. Their spiritual, moral, social and cultural development is good. Pupils take responsibilities seriously, such as when elected as members of the school councils. A few are over confident and silly at times, but are very effectively constrained. Pupils show exceptional awareness of how to stay safe and know how important it is to live healthily, eating sensible foods and taking regular exercise. They involve themselves well in local village activities.

Teaching and learning are good. Lessons are prepared thoroughly so that work meets pupils' needs. Enjoyment in learning is at the core of all that takes place. Teachers mark pupils' work regularly and assess their knowledge in order to measure progress and provide support where needed. The staff team provide very good care, guidance and support. One parent commented about this when writing, 'Everyone really cares for every child and that shows...the kids want to give everything they have into their lessons'. The subjects and topics taught have a strong and helpful emphasis on personal development, literacy and numeracy. The good curriculum is enhanced by regular visits and visitors, and popular after-school sports coaching.

The headteacher leads the school very well with high quality management systems that enable the two sites to function effectively as a single school. Senior managers and governors are focused on further improving pupils' standards. The quality of the curriculum, teaching and care are evaluated rigorously and accurately. The welfare of pupils has a high priority. Governors are demanding yet highly supportive. They question the headteacher about what takes place and visit the school regularly. Pupils benefit from the school's exceptional working partnership with many external groups. The school provides good value for money and has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in their Reception year as a result of good teaching in small classes. The focus of work is on developing children's personal development and their literacy and numeracy skills, and this results in improved self-esteem and good achievement. Children speak confidently and accurately. They concentrate well and interact effectively with one

another, for example deciding who will take the roles of mummy, daddy and baby bears when enacting the story of Goldilocks. Children cope well with concepts of 'heavier than' and 'bigger than' and counting to ten. Writing skills have been weaker than others, particularly amongst boys. The success of a focus on forming letters, for example in sand trays, and improving dexterity is now evident in higher standards. All children have the opportunity to swim each term. In all six areas of learning, standards are above average by the end of the year. Staff assess children's work thoroughly and use this information to plan next stages in learning. The quality of leadership and the curriculum are sound. Opportunities for creative tasks, such as role play, and using the outside areas - which are in the process of development - are less frequent than is desirable.

What the school should do to improve further

- Improve pupils' ICT skills through better planning and greater use of computers.
- Extend the curriculum experience for the youngest pupils by improving outdoor spaces and providing a greater variety of creative tasks.

Achievement and standards

Grade: 2

Pupils make good progress and by the age of seven attain above average standards. In previous years, the high attainers' progress in writing has not been as good as in reading and mathematics. A 'back to basics' approach with the youngest children, followed by frequent reminders about good writing, particularly the use of interesting words and sequencing ideas for older pupils, has resulted in higher standards. Standards in ICT are sound, but not as good as other skills because of a shortfall in computer resources over a number of years. Boys' achievements, which have been lower than those of girls, are improving as more boy-friendly work is used. Progress and standards are good across a range of subjects. For example, nearly all pupils gain a five-metre swimming badge. Year 2 pupils are able to compare expectations and outcomes in science, and several understand the idea of a fair test. Pupils respond well to challenging targets, aspiring to attain the highest standards they can.

Personal development and well-being

Grade: 2

Pupils know the difference between right and wrong and show a high degree of care for each other. They say that bullying is not an issue. They have good awareness of a range of religious beliefs and cultures as a result of the experiences the school provides. School council members help to organise social events, including 'discos', and respond to local circumstances. For example, they approached parents who brought dogs onto a school site and asked them not to contravene health and safety guidance. Pupils thoroughly enjoy their lessons and say how much they like the healthy school meals. Year 2 table monitors help younger children to understand the importance of manners and generate a very positive family atmosphere at lunchtime. Packed lunches are not always as healthy as those provided by the school. Nearly half the pupils participate in extra-curricular sports activities. Pupils are proud of their maypole dancing at village fetes and raising money and resources for pupils in Gambia. Pupils' self-confidence, their good literacy and numeracy standards and satisfactory ICT skills, are sound preparation for their future.

Quality of provision

Teaching and learning

Grade: 2

Parents remark how pleased they are with the quality of teaching. All staff have high expectations of pupils and appreciate how important assessment is in measuring progress. Teachers are able to meet pupils' individual needs, whatever their background, prior knowledge or learning difficulty and/or disability, because they know them so well. A few pupils who display challenging behaviour require firm and patient handling and this is carried out very well. Peer pressure to listen and enjoy learning is strong, and this helps maintain the pace of work. The newly introduced interactive whiteboards are used skilfully to capture pupils' interest in lessons, for example by introducing stories with animated cartoons. Teachers and teaching assistants work well together, helping pupils to make progress. All sessions focus on speaking and listening. New words of vocabulary, such as 'survive' and 'retreat', are discussed in detail to ensure understanding. Occasionally teachers speak for too long and insufficient use is made of computers, but the overall quality of teaching and learning is good.

Curriculum and other activities

Grade: 2

An extra dimension is added to the curriculum through the regular visits of clergy to take assemblies and speak with the pupils. Theatre groups visit the school, acting out story lines the pupils know, such as 'The owl who was afraid of the dark'. Walks to local farms and other amenities increase pupils' enjoyment and appreciation of what they are learning. The main focus of work is daily English and mathematics sessions, and two hours of physical education each week - including swimming for all classes all year round. Sufficient time is found for all subjects, with the exception of ICT, through planned themes or topics, and some specialist lessons. Health, safety, enjoyment and achievement are emphasised through a balanced well-planned programme for each class. Care is taken to achieve reinforcement but not repetition, year-on-year, in the mixed-age classes. Curriculum links with pre-school groups and the schools to which pupils transfer are well planned.

Care, guidance and support

Grade: 2

The manner in which the school nurtures the pupils is seen as a great strength by parents. Staff are very welcoming and watchful before and after school as well as during breaks, showing a high degree of care. This quality is apparent during lessons. Rewards and sanctions are understood and pupils consider them as fair. Induction into the Reception class is thorough and very successful, involving five visits to the school before the children join. Health and safety procedures are substantial and child protection and safeguarding requirements are followed rigorously. All pupils' progress in English and mathematics is checked regularly in Years 1 and 2 and the levels achieved are recorded systematically. This tracking information is used very well to guide pupils on how to improve their work. Guidance in science and ICT is not as effective, because tracking systems are not yet fully developed for these subjects. The focused support for pupils with learning difficulties and/or disabilities is instrumental in the good progress they make.

Leadership and management

Grade: 2

The headteacher spends time ensuring that communication is thorough and positive so that the strong staff team pulls together. They have a common intention to provide the best possible education for all pupils. Available resources are deployed well and used efficiently at both Capel and Ockley. Subject leaders are effective in monitoring and improving planning for their areas. Lesson observations are carried out by the headteacher and governors and provide a clear and accurate picture of teaching and learning. When issues are identified through monitoring, changes are generally put in hand to make speedy improvements, though shortcomings in the Foundation Stage curriculum and ICT skill development still remain. Staff and governors regularly attend training. Governors have wide ranging expertise, and know the school very well. They invite members of the school council to discuss matters with them and value their comments. Since the time of the last inspection the quality of teaching, use of data, approach of the pupils and the monitoring of teaching and work have all improved substantially.

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.

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?	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	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?	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	1
How well learners enjoy their education	1
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	3

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

31 January 2008

Dear Pupils

Inspection of Scott Broadwood CofE Infant School, Dorking, RH5 5JX

Thank you for welcoming me to your school and looking after me. I enjoyed talking to you and seeing you work and play.

Many of you and your parents told me how you really like your school and how very, very happy you are there. You are at a good school where the staff help you to live as Christians. You know it is very important to help and care for each other, and by doing this you feel safe. You also know how important it is to eat the right type of food and to do lots of energetic things so you are healthy. When you are members of your school councils or are table monitors at lunchtime you understand how important these jobs are and do them properly.

Your teachers and other staff expect you to try hard and behave well, and nearly all of you do this. You have learnt how to speak, listen, read and write well, because staff are good at teaching and you enjoy learning. You are also good at mathematics and swimming and lots of other things. You are not as good at using computers and so I have asked the teachers to give you more goes at using them.

When you are in the youngest pupils' classes, you settle in really well and learn a lot. It would be a good idea if you had more chances to use the outside play areas and to play together at pretending, just as I saw some of you being different bears in the Goldilocks story.

Your headteacher is a very good leader and she and all the staff are always looking for ways to help you do even better than you are.

Best wishes,

Peter McGregor

Lead Inspector