

Grayswood CofE Aided Infant School

Inspection report

Unique Reference Number	125245
Local Authority	Surrey
Inspection number	315209
Inspection date	4 June 2008
Reporting inspector	David Marshall

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	4-7
Gender of pupils	Mixed
Number on roll	
School	76
Appropriate authority	The governing body
Chair	Mr Nicholas Hall
Headteacher	Ms Anne Bristowe
Date of previous school inspection	23 June 2004
School address	Lower Road Grayswood Haslemere GU27 2DR
Telephone number	01428 642086
Fax number	01428 642922

Age group	4-7
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the pupils' achievement and progress and the use of assessment, pupils' personal development and well-being and the effectiveness of teaching and learning. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of leadership and management. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

Grayswood is a small school with three classes, each catering for a single age group. Children starting school generally have skills that are above expectations for their age. The number of boys and girls is roughly equal. There is a very small number of children from minority ethnic groups; all children use English as their first language. The proportion of children with learning difficulties and/or disabilities is below average. Two children have a statement of special educational need. The school achieved Healthy School status in June 2006, and has an Eco School project working towards the Green Flag Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'Grayswood CofE is a REMARKABLE school. Their focus on goals and principles is outstanding and the children love and respect the school', wrote one parent, summing up the views of many. Indeed, the overwhelming majority of parents and pupils are right to be proud of the school because it is outstanding. Governors and many parents correctly believe that the exceptional leadership of the headteacher lies at the heart of its success. The school has a warm and welcoming atmosphere based on its strong Christian ethos.

Throughout the school, all pupils, including those with learning difficulties and/or disabilities achieve extremely well. Most enter the school with above expected levels of skills and knowledge for their age, and make exceptional progress. Standards are consistently well above those expected for the pupils' ages throughout the school and their achievement is outstanding. In the 2008 national assessments, pupils reached standards that were exceptionally high in speaking and listening, reading and mathematics, and well above average in writing. Their targets are challenging and in these national assessments were exceeded with a very high proportion of pupils achieving the higher level 3 in reading and mathematics.

Pupils are also enabled to make excellent progress in other aspects of learning, in particular in music. For such young pupils, the quality of the singing heard, and the playing of the recorder group, was exceptional. Pupils are doing so well because of their enthusiasm for learning, excellent teaching, such as that in music, and the rigorous systems to track their progress. These ensure that those who need it are given extra help at an early stage. The school has rightly identified, however, that its efforts to constantly improve the tracking procedures has led to some occasional duplication of effort and is considering as a priority ways to ensure that time is not wasted in this way. Teachers also set challenging targets and all learners are clear what these mean. As one Year 1 pupil was able to point out in detail, these targets 'show me what I can do and what I need to work harder on'.

The rich curriculum covers all subjects very well and is enhanced by a very good range of outdoor activities. Excellent attention is paid to developing basic skills and making the curriculum more enjoyable through a range of practical tasks. The school's use of early word and language development work, known as synthetic phonics, is exceptional. Led by the outstanding, and very knowledgeable, Foundation Stage coordinator this scheme is now fully embedded throughout the school and its success is reflected in the pupils' outstanding results, and their passion for reading.

Pupils' personal development and well-being are outstanding. The atmosphere for learning created by the whole staff is supportive and caring. As one parent said, 'I feel the school values and nurtures the children and makes them aware of the village and community around them. Also due to being an infant school it is 'small', and gives a perfect introduction for a young child into education.' Pupils' spiritual, moral, social and cultural development is outstanding. Their enjoyment of school is reflected in their above average levels of attendance. Pupils show very caring attitudes to each other and the environment. They learn to respect children from different backgrounds and have an excellent understanding of healthy living and keeping safe. Pupils are involved in making decisions effectively through participation in the school council.

Throughout the school, teaching and learning are outstanding. Lessons are very well planned, making sure that all pupils enjoy learning. Teachers mark pupils' work thoroughly and include positive comments that include guidance about how the pupils might improve. The information

collected about pupils is used particularly well to ensure that the least able pupils make outstanding progress. This is achieved by providing excellent support from the very experienced teaching assistants wherever it is needed. The support given to pupils with specific learning, or physical, needs is outstanding. The way that all were enabled to join in the exceptional 'achievement' assembly was amazing. The large number of parents present all paid tribute to how effective these assemblies are, and how much the children enjoy their success, and that of others.

Through the headteacher's outstanding leadership, teamwork is of the highest quality as all staff are ambitious for the pupils' success in their personal and academic development. The foundations of the school's success lie in the staff realising in full this shared commitment to meeting the needs of all. The excellent governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. The wide range of skills they bring to their work is currently focusing, with the staff, on developing further the beautiful wooded areas around the school to enable an even greater focus on natural science. These plans are ambitious, but typical of their aim to continue to improve what they offer to all pupils.

The school knows itself very well. All staff are clear about the school's strengths and areas for development because of rigorous self-evaluation. Priorities are sharply focused and staff are held to account in meeting challenging targets. Data analysis, high quality monitoring of pupils' work and lesson observations also provide staff with evidence of where change is needed. These rigorous systems illustrate the school's excellent capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start to their education in the Reception class. All children settle into the school exceptionally well despite coming in from different nurseries. A very calm and purposeful atmosphere is created where the children make excellent progress. Staff get to know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that all children are provided for on an individual basis. One parent wrote, 'I think the teaching in Reception is exceptional. The children love going to school...it is a happy environment and they learn through play. Could not ask for a better start.' Children make rapid progress and achieve exceptionally well, especially in their language development and in their social and emotional learning. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they chose their gardening words had to be seen to be appreciated, and was a good indication of how successful the provision and organisation are. The room available is stimulating and resources are used well. The outstanding outside areas provide an exceptional level of challenge and stimulation, especially for the more capable children.

What the school should do to improve further

Although there are no major issues for improvement, the inspector agrees with the school that it should:

- refine the systems for tracking the progress of pupils so that there is no unnecessary duplication of tasks.

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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?	1
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	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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 extent to which learners adopt healthy lifestyles	1
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	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
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 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 tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

17 June 2008

Dear Pupils

Inspection of Grayswood CofE Aided Infant School, Haslemere, GU27 2DR

You may remember that I came to your school recently. I am writing to thank you all for being so friendly and helpful. I really enjoyed my day at Grayswood and I thought you would like to know what I found out.

You and most of your parents are right to be proud of the school because it provides you with an outstanding education. You told me how much you enjoy all aspects of school life and particularly the many opportunities you have to take part in music and other activities. I particularly enjoyed the choir and recorder group.

I was really impressed by your politeness and excellent behaviour and your enthusiasm in lessons. Well done! You told me how your teachers make lessons interesting and how they help you if you do not understand. You make excellent progress as you move through the school. By the time you leave, you are reaching high standards in reading, writing and mathematics and are very well prepared for your next school. The school is very well organised and your headteacher and the staff make sure that everything runs smoothly. You play your part well in making decisions through the school council.

Together, the staff have done a lot to improve the school and are determined to make it even better. I have asked them to do one thing that I think might make things a bit easier. With your help they spend a lot of time making sure they know how well you are making progress and giving you targets to improve. I was very impressed that you knew these so well. However, they agreed with me that it is time they looked again at how they are collecting and using the information they need, to make sure they are doing it as well as they can and not repeating things unnecessarily.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

Yours sincerely

David Marshall

Lead Inspector