

# Graffham Infant School

## Inspection report

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<b>Unique Reference Number</b>	125831
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315320
<b>Inspection date</b>	12 February 2008
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Thornley
<b>Headteacher</b>	Helen Martin
<b>Date of previous school inspection</b>	21 June 2004
<b>School address</b>	Graffham Petworth GU28 0NJ
<b>Telephone number</b>	01798 867324
<b>Fax number</b>	01798 867529

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small rural school federated with Duncton First School in 2005 and in 2007 both first schools were reorganised into separate infant and junior schools. The schools operate as one and share the same headteacher and governing body. As the schools have just been reorganised, the senior leadership team and subject leaders have only recently taken up their posts. Most of the teachers are new to the age groups that they are teaching and are still familiarising themselves with their roles and responsibilities. Attainment on entry to the Foundation Stage is above that expected of children of this age. Children have secure speaking, listening and mathematical skills. The social and economic circumstances of the locality are favourable. The school has received the Basic Skills Quality Mark for the second time.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and rapidly improving school with many good features which, under the good leadership and management of the headteacher, is becoming the heart of the community that it serves. The school provides a satisfactory quality of education for its pupils but its strengths lie in the Foundation Stage, where provision is good, especially in the curriculum, which is outstanding. Children exceed the expected levels in all areas of learning on entry to Year 1. Standards are above average and pupils' achievements are satisfactory. They are exceptionally high in reading owing to the very good support that these pupils receive from their parents. Standards in writing and mathematics are above average but too few pupils attain the higher levels because of weaknesses in staff understanding of how to plan tasks to build upon the skills and knowledge pupils already have. This is the main reason why the quality of teaching and learning in Years 1 and 2 is satisfactory rather than good.

Parents are delighted with the school and the way in which the headteacher and governing body have handled the transition process of federation. 'Our children love school, what a pity it's not open at weekends,' said one parent, speaking for many. 'The headteacher has made an enormous difference to this community' and 'The federation has enabled our children to have more friends and to be taught in single- age classes' are just some of the very positive comments made by parents.

The curriculum is good. It is outstanding in the Reception class. In the Foundation Stage, children are totally engrossed in their learning because they are constantly given problems to solve. For example, emails from Barnaby Bear, who travels all over the world, ask children to research topics such as how big is the Great Wall of China.

Personal development and well-being of pupils are good because of the strong level of care, guidance and support and good provision for spiritual, moral, social and cultural development. Pupils have good attitudes to learning, behave well and are developing into citizens who care about their environment and community. The recent 'Enable Me' project taught pupils how people with disabilities soar above their physical limitations. Pupils contribute well to the community by supporting charities and caring about their environment. 'I love gardening club,' said one Year 2 pupil, 'It's such fun to see how things grow.' Pupils know about healthy eating and the importance of five portions of fruit and vegetables. The School Council is very active in seeking pupils' views, and new playground equipment has been bought. Pupils are well prepared for their next steps of education.

Leadership and management are only satisfactory as subject leaders are new to their posts and are not yet monitoring teaching and learning. Self-evaluation is accurate and the school knows its strengths and areas for development. Governance is good; governors support the school and challenge it to improve further but are not, as yet, evaluating the cost effectiveness of their spending decisions. As shown by the smooth implementation of the federation and reorganisation, high standards and the recent improvement in the Foundation Stage curriculum, the school is well placed to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Foundation Stage make good progress in all areas of learning as a result of good teaching, good leadership and management and an outstanding creative curriculum. On entry

to Year 1, standards exceed those expected of children of this age and their achievements are good. The classteacher and teaching assistant make a formidable team, and their passion and enthusiasm fuel the children's desire to learn. Very secure routines are established and children know exactly what is expected of them. They feel secure and work within a warm and happy atmosphere. Occasionally, when they choose their own activities, they are not told precisely enough what they can learn, and this sometimes slows down their learning.

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

- Raise standards for the more able pupils in writing and mathematics in Years 1 and 2 by building upon their previous learning.
- Ensure staff use data from assessment to move pupils on in their learning.
- Develop the quality of teaching in Years 1 and 2 to that of the best.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

After a good start in the Foundation Stage, pupils make sound but uneven progress throughout Year 1, with progress picking up again in Year 2 with more effective teaching. However, in both Years 1 and 2, more capable pupils are not always sufficiently challenged and their rates of progress slow down. Standards in reading are well above average; pupils read clearly with intonation and are making good gains in developing their understanding of texts. Pupils speak very clearly and have a wide range of vocabulary. Their writing reflects the accurate use of tenses and descriptive words. Standards in writing, mathematics and information and communication technology (ICT) are above average and all pupils, including the very small minority with learning difficulties and/or disabilities, make satisfactory gains in learning. Achievement is not yet good because teachers are not making full use of information from assessment to move pupils on at a faster rate. At times, pupils repeat what they already know.

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

### **Grade: 2**

Pupils love coming to school. They have good attitudes to learning, behave well and concentrate well in lessons. They thoroughly enjoy the good learning opportunities offered to them, especially when they learn about their environment and different habitats and traditions from around the world. The School Council takes its role very seriously, with even the youngest children having a say in all aspects of school life. Pupils are courteous, polite and extremely helpful to one another. Children in the Foundation Stage make rapid steps in their personal and social development and secure routines enable them to feel secure in learning. Attendance is satisfactory and improving. However, opportunities for independent learning and research are not yet sufficiently well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are improving but are not yet consistently good throughout the school. The best teaching is in the Foundation Stage, where rapid gains are made in learning because good observations of children are undertaken and acted upon. The new headteacher has helped to give teaching a boost, most markedly in Year 2, where teaching is improving. In Year 1 this is less so and, too often, pupils' work is unmarked and pupils are not aware of what they need to do in order to improve. A strong feature of teaching throughout the school is the good quality of relationships. Support staff play a very valuable role in helping pupils to understand the work but, at the start of lessons, they are not always appropriately deployed by the teachers and their expertise is not used to the best effect.

### **Curriculum and other activities**

#### **Grade: 2**

Learning opportunities are good because the school offers a broad and balanced curriculum. Pupils say that what they learn in school helps them stay safe, be healthy and contribute to the community. Pupils have recently devised posters on road safety that have been displayed in the community. Creativity is being introduced, pupils love learning through drama and good links have been made with other subjects. For example, pupils in Year 2 enacted a story called Handa's Surprise and then wrote about it. Pupils have good opportunities to develop their skills of literacy, numeracy and ICT in other subjects. The best examples of these were seen in the Foundation Stage where children explored a range of books on dragons, written by different authors, whilst learning about Chinese New Year. Pupils attend a good range of after-school activities, especially sport, and this contributes to their awareness of the effects of exercise on their body.

### **Care, guidance and support**

#### **Grade: 2**

Parents and carers value the good care the school provides for their children. They receive good quality information on their children's progress and are encouraged to discuss any concerns they may have. Procedures to ensure pupils are safe are robust. Staff are very watchful and pupils say they know who to go to if they have a problem. There is a strong commitment from the staff to respond to the needs of each pupil. This enables pupils to feel safe and make good progress in their personal development. Although pastoral care is effective, academic guidance is not as strong. Teachers have a good knowledge of the progress of their pupils in the relatively small classes, but they do not always provide comments in their marking that show pupils how to improve their work. As a result, not all pupils know their targets.

## **Leadership and management**

#### **Grade: 3**

The vast majority of responsibility for improving standards is carried out competently by the headteacher whose leadership and management skills are good. Subject leaders are about to be trained in monitoring and evaluating standards in their subjects but, as yet, they are not

able to clearly identify the impact they are having on achievement. The governing body provides good support to the dynamic and enthusiastic leadership of the headteacher. All statutory requirements are met. The school sets itself challenging targets which it is on course to achieve. The strong vision that the two schools should be at the heart of the community is being realised. They are already seeing the benefits of federation and reorganisation, such as improved community cohesion, shared facilities and greater friendship groups among pupils.

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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?	3
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	2
How well 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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Dear Pupils

Inspection of Graffham Infant School, Graffham, GU28 0NJ

Can I start by telling you what a truly lovely school you have? I was impressed with your art work and your ICT skills. I don't blame you for wanting to attend school at the weekends. Mrs Martin and your governors have made your school an exciting place to be and they are doing a good job in developing your school. Thank you for taking the time to talk to me and help me with my findings during the inspection.

Your school is on the up. At present, it is a satisfactory school with good features. You behave well, have good attitudes to learning, and in the Foundation Stage you are well taught. My goodness, don't you do a lot of exciting things? I do hope that Barnaby Bear enjoys his stay in China. It is early days since the reorganisation but you are benefiting from having more friends as a result of bigger classes and I know how much you enjoy going to the junior school. In order to make your school even better, I have asked your teachers to:

- Mark your work more regularly, especially in Year 1.
- Give those who find learning easy more challenging work.

I hope that you will continue to enjoy your education and I wish you and your parents well for the future. Thanks again for being so friendly.

Best wishes

Bogusia Matusiak-Varley Lead inspector

13 February 2008



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