

# Moss Lane School

## Inspection report

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<b>Unique Reference Number</b>	125049
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328273
<b>Inspection dates</b>	7–8 July 2009
<b>Reporting inspector</b>	George Rayner

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.

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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 (total)	168
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Needell
<b>Headteacher</b>	Mrs Hilary Loder
<b>Date of previous school inspection</b>	18 May 2006
<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>	Moss Lane Godalming GU7 1EF
<b>Telephone number</b>	01483 417 214
<b>Fax number</b>	01483 861 338

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school, situated in the centre of a market town, is smaller than most. The great majority of pupils have a White British heritage and very few are at a very early stage of learning to speak English. An average proportion of pupils have learning difficulties and/or disabilities. These pupils have a variety of, generally moderate, individual needs, which make it difficult for them to learn at the same rate as their classmates. The proportion of pupils entitled to free school meals is very low.

## 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. Since the previous inspection, leaders have focused effectively on raising standards and improving pupils' personal development. The impact has been reflected in improvements in all areas of the school's quality and performance and in the development of some outstanding features. Parents are very appreciative of what the school does for their children. One view, which was typical of many, was that of the parent who commented, 'My son is developing into a confident, well-balanced and inquisitive learner who cares for others.'

Major strengths are the excellent care, guidance and support that the school provides for pupils, and their outstanding personal development and well-being. Pupils are extremely happy here. They show this by their very good attendance, exemplary behaviour and great enthusiasm in joining in with all that the school has to offer. They take full advantage of the excellent links that the school has with visiting sports specialists to live very active lives. For their age, they develop an exceptional understanding of how to keep themselves safe and healthy and are considerate of others.

Considerable improvements have been made to the curriculum, which is now outstanding. Leaders have also succeeded in improving teaching and learning. These are now good and, as a consequence, pupils achieve well and attain above-average overall standards. They are ambitious for these to be better still but know that, while there is some excellent teaching in the school, there is not yet enough to ensure that every pupil can achieve outstanding progress in every subject. Nevertheless, the school is securing excellent progress in reading, and standards have been very high in this subject, each year since the previous inspection. This exceptional level of success has still to be secured in writing and mathematics, where, following good progress, standards are above average.

While leadership and management are good overall, they have excellent features. The headteacher is providing outstanding leadership, based upon a very clear vision for the school, in which all pupils feel very secure and happy and achieve well. There is considerable unity of purpose shared by staff working at all levels. Leadership is characterised by a complete absence of complacency. All leaders are ambitious to improve their school further, and rigorous, realistic self-evaluation has given them an accurate awareness of how to do this. The track record, with well-focused strategies for bringing good improvement to all areas of the school's work, demonstrates a good capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Due to outstanding leadership and management, and highly effective teamwork, the progress that children are making is markedly better than when the school was last inspected. This has resulted in Reception children having an excellent start to their education. Their progress is outstanding in all areas of learning, so that, by the time they join Year 1, most children have reached the expected goals and many have exceeded them. Children's personal development is excellent. Their welfare is paramount and every step is taken to ensure that they are safe, yet still able to explore and to learn independently. A well-established induction process helps children to settle into school quickly, become used to the routines and learn what is expected of them. They are extremely well behaved, work exceptionally well together and are highly enthusiastic about learning. Basic skills are promoted very well, so that children quickly learn

to read and write and enjoy talking about numbers, skilfully adding and subtracting, using practical resources. Learning is very effectively enriched by visits in the local area. Children are particularly enthusiastic about the allotment where they grow vegetables which they cook and eat. Thorough assessments track the progress that each child makes, and effectively identify the next steps they have to take in order to maintain excellent progress. The balance between activities that children choose for themselves and those that adults lead is excellent and means that children continue to have a thirst for knowledge as they enter Year 1.

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

- Increase the rate of progress in writing and mathematics so that pupils achieve as well as they do in reading.
- Share the outstanding teaching that exists within the school more widely so that all pupils can make excellent progress.

## **Achievement and standards**

### **Grade: 2**

There is considerable variation in the knowledge and skills of individual pupils when they arrive at the school but, overall, their attainment is broadly at expected levels for their age. Pupils achieve well and their overall standards are securely above average by the end of Year 2. Standards are highest in reading where, following excellent progress, they are exceptional. Pupils read a wide variety of books with great enthusiasm. They think deeply about what they have read and show considerable understanding when they talk about ideas and events that they have read about. Progress is good in writing and mathematics. Pupils develop a good range of mathematical skills and are able to use these to solve real problems, for example when they measured produce in the school allotment to decide what was ready for picking. Until recently, writing was the pupils' weakest area. Many found it difficult to master a range of styles to suit the purposes of each task. Following recent improvements to teaching, standards in writing have now caught up with those in mathematics. The needs of the pupils who find it difficult to learn at the same rate as others are carefully identified and effectively provided for. As a result, their progress is as good as that of their classmates.

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

### **Grade: 1**

Pupils have developed a strong sense of belonging to the school. One commented, 'I wish I never had to leave.' They talk excitedly about their patch on the school allotment and enjoy eating the healthy fruit and vegetables. They are eagerly anticipating the broad beans ripening so that they can taste them. Pupils' spiritual, moral, social and cultural awareness is outstanding. They get along exceptionally well together. Some described the school as 'like a learning chain where everyone learns from one another'. During activities, such as assemblies, pupils are thoughtful and reflective and they develop an excellent understanding about being kind and gentle. The school councillors are justifiably proud of their work to improve the playground after they spotted that the equipment was 'getting a little rotten'. It has now been replaced and the council wants to make further improvements. Pupils make an equally excellent contribution to the wider community. They speak enthusiastically about the money they have raised for local and national charities and are thinking of new ways to do this. Pupils' good progress in their learning, together with the social skills that they are developing, prepare them well for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan exciting activities that engage pupils. They set out clearly their expectations of the pupils' efforts and behaviour in a sensitive and encouraging way, so that relationships are good and pupils are willing workers. Teachers usually use assessment well to make sure that the tasks set challenge all pupils, although they do not always sufficiently identify what is expected additionally from the most able ones. This sometimes results in the progress of these pupils slowing temporarily. Teachers strongly encourage pupils to think for themselves. They use questions well to encourage this and plan activities that give plenty of scope for pupils to come up with their own ideas. This was seen in a Year 2 science lesson, where pupils succeeded very well in thinking of questions they could ask to find out why leaves from different plants differ in so many ways. Teachers and teaching assistants work together effectively to ensure that any pupils experiencing difficulty are given the help that they need to keep up with the pace of work.

### Curriculum and other activities

#### Grade: 1

Activities have been reorganised into topics that allow pupils to bring together skills and knowledge from different subjects in highly stimulating 'real' tasks. This has revolutionised pupils' enjoyment of their work and their enthusiasm for finding things out through their own investigations. This was seen when Year 2 pupils thoroughly enjoyed using computers to find out how their lives differ from people who grow up in a Mexican town. The curriculum makes an outstanding contribution to pupils' personal development, for example by providing many activities that ensure that they live active lives and know how to keep themselves safe and healthy. Trips, whether to the school's allotment or further afield, and visitors to the school provide excellent enrichment of what is learned in the classroom. A superb range of well-attended clubs, substantially more than is usually seen in infant schools, give pupils many opportunities to experience a wide variety of creative, cultural and sporting activities.

### Care, guidance and support

#### Grade: 1

The school successfully makes the welfare of the pupils a priority. Every step is taken to ensure that buildings are secure and pupils are safe. Child protection systems are extremely robust, with staff receiving regular training. Attendance is carefully monitored and staff report that parents are very good at letting the school know if their child is ill. Highly effective induction systems and partnerships with neighbouring junior schools mean that pupils settle in very quickly when they arrive and are well prepared when they move on. Pupils with learning needs are quickly identified, and very effective intervention programmes put into place, so that they can quickly catch up with their learning. Excellent links with external agencies, such as health professionals, provide high-quality additional care for any pupils who need it. Pupils' progress is tracked extremely well and teachers use this very effectively to identify the next steps each pupil needs to make.

## Leadership and management

### Grade: 2

The headteacher balances very clear direction with increasing opportunities for colleagues to lead important areas of the school's work. This is being accomplished by reorganising roles, for example replacing subject coordinators with learning area advocates. This is broadening leaders' responsibilities and enhancing their opportunities to work in teams. The impact can be seen on the relevance and quality of the activities they plan, which encourage pupils to bring together knowledge and skills from different subjects. Some staff working at middle levels, such as subject leaders, have taken up their roles fairly recently, and the monitoring skills of some are not yet fully developed. They are taking good advantage of training opportunities and becoming increasingly skilled. Governors have a well-balanced awareness of the school's strengths and of the areas that need further improvement. They support the school well, while remaining willing to challenge it when necessary. Leaders successfully promote community cohesion by helping pupils to grow up as happy and secure members of their own community and to begin to learn about ethnic, cultural and religious diversity. They have good plans for improving this further by developing a link with a school that, while not far away, operates in a markedly different context.

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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 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?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<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>	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
The extent to which 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	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?	1
How well are learners cared for, guided and supported?	1

## 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**

20 July 2009

Dear Pupils

Inspection of Moss Lane School, Godalming, GU7 1EF

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you. We are grateful for the help you gave us by talking to us and showing us your work. We were able to see that yours is a good school. Some things in your school are outstanding.

Your standards are above average when you leave Year 2. This means that you make good progress from your starting points. This is because the teachers give you really exciting things to do and plan good lessons. We could see that you really enjoy reading. You have, indeed, become very good at this.

One of the very best things about your school is the outstanding way you are growing up. The adults are very proud of you and care for you very well. We could see that you enjoy school. You show this by your very good attendance and excellent behaviour, cheerfulness and willingness to work hard. This helps your teachers a great deal. It is an important reason why you do so well in your learning and why your school is such a happy place.

We know that the adults want to help you to make even better progress than you do already. To make sure this happens, we have asked them to:

- help you to make as much progress in writing and mathematics as you do in reading
- make sure that more lessons are excellent, like the very best ones.

Your headteacher really knows how to make your school even better. All the other adults are helping her well. We know that you will also continue to help. Well done to you all and very best wishes for the future.

Yours faithfully

George Rayner

Lead Inspector