

Crawley Ridge Infant School

Inspection report

Unique Reference Number	125053
Local Authority	Surrey
Inspection number	328274
Inspection date	21 November 2008
Reporting inspector	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.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	179
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
Appropriate authority	The governing body
Chair	Mr Simon Yiend
Headteacher	Mrs Susan Hope
Date of previous school inspection	14 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crawley Ridge Camberley GU15 2AJ
Telephone number	01276 27546
Fax number	01276 27546

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following areas of its work.

- To what extent do pupils' high standards at the end of Year 2 reflect both their attainment when they enter the school and the progress that they make here?
- How far do the school's development priorities indicate an absence of complacency and commitment to continuing improvement, rather than areas of significant weakness?
- Why does the school evaluate leadership as less effective in the Early Years Foundation Stage (EYFS) than in the rest of the school and how accurate is this?

Evidence was gathered from: lesson observations, discussion with staff, governors and pupils scrutiny of pupils' work, assessment data and the school's documentation. Parents' questionnaires and additional comments were also analysed. Other aspects were not inspected in detail, but the inspectors 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 where appropriate in this report.

Description of the school

This school is smaller than most primary schools. Almost all pupils have White British heritage and none are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities is below average and none have statements. The most common needs of these pupils are related to moderate difficulty in developing basic skills in literacy and numeracy. The school makes EYFS provision in two Reception classes. Registered childcare takes place in a nursery on the school site, run by a separate provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Parents agree. They say that their children are extremely happy here and that they make exceptional progress. One parent summed up their appreciation by writing, 'The headteacher and staff put their heart and soul into all that they do for the children'. Pupils arrive at the school with knowledge and skills at levels higher than expected for their age. They make outstanding progress, so that their standards in reading, writing and mathematics are exceptionally and consistently high by the end of Year 2. Pupils write with high proficiency in interesting and varied styles, seen for example in a poem about the sea that spoke of, 'rampaging, ripping waves'. In mathematics, pupils confidently show their high standards by not only solving problems, but also devising their own. The needs of pupils who find it more difficult than most to develop literacy and numeracy skills are very carefully identified and effectively provided for, so that they make as much progress as their classmates.

Pupils make such strong progress because of outstanding teaching, an excellent curriculum, highly effective support and their own exceptional response. In most lessons, teachers plan exciting activities and lead these enthusiastically. As a result, pupils are extremely willing learners and relationships are excellent. This was seen in a Year 2 lesson, when pupils enjoyed watching movies showing shapes moving around the screen and clamoured to sit in the 'hot-seat' where they were challenged to devise mathematics problems to reflect what they had seen. Teachers' excellent subject knowledge ensures that all activities are highly geared to helping pupils to make rapid progress. Teachers and teaching assistants work together very effectively to ensure that any pupils who are finding the work especially difficult quickly receive the help that they need to keep up with the pace of learning. Not content with the existing quality of teaching, staff are working together to share ideas, so that the imaginative teaching seen in most lessons becomes even more widely spread.

The curriculum provides exceptionally well for the needs of all pupils. Provision for literacy and numeracy is extremely well planned. An excellent feature is the regular programme of themed activities. In a Year 2 enterprise project, pupils are challenged to work in competitive groups to 'make £10 grow', designing their own projects, negotiating for materials and bringing their products to a 'market place'. Such activities provide high challenge and help pupils to develop skills and attitudes that will be of great value in their futures. Staff use the computers very effectively to ensure that pupils have regular opportunities to use these in all subjects and make very good progress in their information and communication technology (ICT) skills. Pupils love the excellent trips that they go on. A group explained how, as well as being highly enjoyable, a visit to Arundel Castle taught them a great deal, by letting them see why it was designed in such a way, rather than just reading about it in a book.

The adults are highly committed to nurturing the whole pupil and are extremely diligent in carrying out all procedures relating to childcare and child protection. This provides a secure and happy environment, in which pupils' personal development and spiritual, moral, social and cultural development are outstanding. Pupils show their great enjoyment of school through their excellent behaviour and high enthusiasm to be involved in all that it offers. They lead active lives, with the regular 'huff and puff' sessions being very popular, and they are highly knowledgeable about how to eat and drink sensibly. The school's leaders have a deep and effective commitment to helping pupils to grow up as cohesive, secure and valuable members of the community. Pupils make an excellent contribution to school life by diligently carrying out a variety of roles. School councillors regularly suggest ideas for making their school even

better, for example in improving playground equipment, and say that the adults listen to them. Pupils are very committed to fundraising activities to help those less fortunate than themselves. They come up with their own ideas and run their projects themselves, for example when they organised activities for the Blue Peter shoe appeal. Although attendance is above average, it is a relative weakness because, while most pupils attend school very well, a small number are absent too often.

The outstanding care includes very careful and comprehensive tracking of each pupil's progress. Assessment information is checked regularly and highly effective procedures ensure that any pupil who begins to fall behind their expected progress quickly receives the help that they need to catch up. Staff are increasingly involving pupils in assessing their own progress. Pupils respond enthusiastically and this is helping them to develop a very good understanding of their own targets and what they need to do to reach these.

Although they rightly evaluate quality and performance as outstanding, all leaders share a complete absence of complacency and are determined to make their school even better. The headteacher has an exceptionally clear vision for how this can be secured. Staff working at all levels subscribe fully to this and their teamwork in pursuit of the shared goals is of a high order. Current improvement priorities are to increase further the sharing of leadership and provide high-quality training to ensure that staff taking on new roles do so effectively. This demonstrates the determination to maintain the school's current quality, even if key staff leave or are unavoidably absent. The highly knowledgeable governors provide exemplary support and rigorously challenge the leaders to secure the very best for pupils. Since the last inspection, the well-considered development strategies noted then have come to fruition. Already high standards have improved further from year to year, so that improvement has been exemplary. Rigorous and self-critical monitoring, while correctly identifying that the school has no significant weaknesses, has still been able to identify worthwhile areas in which it can build further on its many strengths. The track record demonstrates an outstanding capacity for continued improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make an outstanding start in the EYFS. Excellent induction arrangements and links with the pre-school settings and parents help the children to settle quickly and happily. As a result of outstanding teaching children make excellent progress and are extremely secure in all of their areas of learning by the end of Reception. All areas are exceptionally well planned for with an exemplary balance between activities that adults lead and those where children learn through independent play and exploration. Activities promote speaking and listening and creative development in highly imaginative ways, seen for example, when children thoroughly enjoyed bringing the story of 'The Three Bears' to life by using puppets. Very effective use is made of the excellent outdoor areas, which include woodland with shelters, a large sandpit, digging area and a theatre. Children show their outstanding personal development by responding exceptionally well to opportunities to make their own choices. Staff carefully assess the progress of each child and use the information extremely well to ensure that provision is just right for all. Exemplary systems for ensuring children's care and welfare, and extreme diligence in carrying these out, ensure that children are happy, safe and secure. One parent wrote, 'I ask my son every day if he enjoys coming to school and I get a 'Yippee''.

The school evaluated that leadership was less effective in EYFS than in the rest of the school. However, this is a modest evaluation, as outstanding leadership has been maintained, in spite

of a period of staffing instability due to the unavoidable long-term absence of key staff. The headteacher has responded to this challenge by introducing a new leadership model, involving the sharing of responsibilities. This is giving staff excellent opportunities to contribute by leading in areas in which they have particular strengths. During the period of transition the quality of the well-established systems and the excellent way in which the headteacher has overseen the EYFS, have ensured that excellent provision and high standards have been maintained.

What the school should do to improve further

- Raise the attendance of the small number of pupils who are absent too often, so that they benefit fully from the school's excellence.

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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 capacity to make any necessary improvements	1

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?	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/or disabilities make progress	1

¹Grade 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

How good are 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
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	1
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

04 December 2008

Dear Pupils

Inspection of Crawley Ridge Infant School, Camberley, GU15 2AJ

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

You make excellent progress in your learning and reach standards that are higher than those in most schools. We could see that you are almost equally good at literacy and numeracy. We were impressed to see that you cannot only solve difficult mathematics problems, but you can also think some up of your own. We really enjoyed reading some of the exciting things that you have written, such as poems about the sea.

There are many reasons why you do so well. The teachers give you very good lessons. They are very proud of you and care for you very well, too. Your parents and the other adults at home told us that this helps you to be very happy at school and feel safe. We could see that this is true. You help your teachers greatly, because you are cheerful, very well-behaved and work hard. Most of you come to school regularly, but a few are absent too often. This means that a few of you miss out on all of the good things that your school does. We have asked the adults to do all that they can to help all of you to come to school regularly. You and your parents can help by making sure that you only miss school if you really have to.

Even though your school is so good, the headteacher and staff want to make it even better. They are working hard to do this and we know that you will continue to help them. Very well done to you all and very best wishes for your future lives.

Yours sincerely

George Rayner

Lead Inspector