

St Andrew's CofE Controlled Infant School

Inspection report - amended

Unique Reference Number	125144
Local Authority	Surrey
Inspection number	328298
Inspection date	6 March 2009
Reporting inspector	Bernice Magson

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	Voluntary controlled
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School (total)	117
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 Christopher Hyland
Headteacher	Ms Mary McGrath
Date of previous school inspection	18 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Upper Church Lane Farnham GU9 7PW
Telephone number	01252 716 305
Fax number	01252 718 022

Age group	4-7
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Amended Report Addendum

Following a complaint the following text changes have been made to the report: in the Overall effectiveness of the school section 'From above average starting points, pupils attain high standards by Year 2 in reading, writing and mathematics and these are improving.' has been amended to 'From above average starting points, pupils attain high standards by Year 2 in reading, writing and mathematics and these are exceptionally and consistently high.' and 'Many visits are made locally to the church, shops, park or water meadow, as facilities on site are extremely limited.' has been amended to 'The school overcomes the limitations of space successfully by arranging many local visits, to the church, shops, park or water meadow to enhance children's learning.' In the Effectiveness of the Early Years Foundation Stage section 'The recently appointed leader of the Early Years Foundation Stage has a good understanding of the next steps to take to develop the provision further, but has had limited time to develop her management role' has been amended to 'The recently appointed leader of the Early Years Foundation Stage is developing her leadership skills well. She has a good understanding of the next steps to take to develop the provision further.'

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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 issues: the impact of strategies to raise standards in writing, particularly for boys; how well teaching and learning and the curriculum are adapted to address the differing needs of pupils; and the quality of leadership and management in promoting the school's aims and values.

Evidence was gathered from a scrutiny of the school's records, including planning and policies, from observing teaching and learning, from discussions with pupils, staff, governors and parents, and from an analysis of parents' completed questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in the report where appropriate.

Description of the school

This is a small infant school situated in the centre of the town of Farnham. Most pupils are of White British origin and a few are from a range of minority ethnic groups. Pupils are admitted to the Early Years Foundation Stage in the autumn term of the school year in which they are five years of age. The proportion of pupils with learning difficulties and/or disabilities is above average in some cohorts. These include behavioural, emotional, social and communication needs, and autism. A very few pupils speak English as an additional language. The school has achieved the Investors in People Award. Currently, the headteacher is absent from the school recovering from an accident.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has a warm, caring and nurturing ethos and promotes Christian principles extremely well. Indeed, as one parent commented, 'St. Andrew's Infant School is a happy school with happy children. It is a great place to learn and has a fantastic community'. This comment reflects the very many positive views of others. The personal development of pupils is outstanding because staff provide excellent pastoral care. Pupils are confident, independent learners who thrive within an inclusive community and make excellent contributions to the school, local and global communities. Pupils proudly describe the unique 'St Andrew's Smoothie' drink which they have created for sale in a local shop. Pupils make excellent progress in their spiritual, moral, social and cultural development and in learning skills important for their future economic well-being.

Pupils very much enjoy all that the school has to offer because they are happily settled and feel safe and secure. Attitudes to learning and behaviour are outstanding. Pupils are keen to succeed and work together cooperatively. From above average starting points, pupils attain high standards by Year 2 in reading, writing and mathematics and these are exceptionally and consistently high. They make good progress in all year groups because there is a good curriculum which is matched to their interests and abilities. Increasingly the school is developing a curriculum that is fully addressing the needs of pupils, for example a good range of practical experiences help make learning more relevant. Also, there are regular opportunities for pupils to develop their skills in literacy, numeracy and in information and communication technology. The topic-based curriculum is successfully promoting pupils' enjoyment of learning and raising standards, particularly for boys in writing. This, together with other developments, such as an increased focus on learning through drama, is having a positive effect on improving standards of writing. Teacher assessments indicate that a greater proportion of Year 2 pupils are predicted to attain the higher Level 3 in writing in national tests in 2009. The school overcomes the limitations of space successfully by arranging many local visits, to the church, shops, park or water meadow to enhance children's learning. A popular activity for many children is working in the school's allotment.

Achievement is good because teaching and learning are good. Teachers have good subject knowledge and, through skilful questioning, there is a strong focus on the development of pupils' thinking skills. Pupils are encouraged to build on their very wide range of previous learning experiences, and this provides increased relevance for each individual. Some teaching is excellent, because the teachers explain their expectations very clearly and assess pupils' progress continuously. However, although all pupils share an extremely good work ethic, some teachers do not explain clearly enough what they intend pupils to learn and what they need to do to achieve this and, as a result, they are challenged less well. There are good procedures to measure pupils' progress over time.

Leadership and management are good. Led by the headteacher, subject leaders are improving their ability to analyse the data, identify strengths and weaknesses in performance and introduce actions to bring about change. Because they are gaining in their knowledge and understanding about how the management of change is achieved, some learning opportunities for pupils are not maximised. For example, some leaders are learning how best to deploy staff in order to achieve the optimum outcomes for pupils. Those pupils with individual learning needs and disabilities and those speaking English as an additional language are well supported, often through the school's excellent links with outside, professional agencies. The experienced and

dedicated headteacher has a good understanding of the school's strengths and weaknesses and provides strong leadership in the development of its aims and values. She is ably supported by staff and governors, all of whom have maintained the school's vision effectively during the headteacher's recent absence. Parents are very appreciative of their efforts. The good systems of self-review are helping staff to raise standards and have enabled the school to achieve the Investors in People Award. The school's contribution to community cohesion is excellent and is well planned and clearly evaluated. Considerable funds are raised for the school and local and national initiatives. Many activities promote the school's heritage and its Christian links. Currently, led by an enthusiastic team of staff, governors and parents, building improvements are taking place as part of a project to celebrate the school's 150th birthday. The success of recent improvements to standards and provision shows that the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to school and achieve well. By the end of the Reception year, most children are achieving beyond the learning goals expected of them, apart from writing, where children's skills are closer to national expectations. Because of good induction procedures, children are happily settled and enthusiastic learners. They make excellent progress in their personal development because, in this small school, adults know children extremely well and provide outstanding care and support. Systems to promote the welfare of children are excellent. Children play together well and take good care of equipment. Rapid gains in confidence and independence are recognised by parents who appreciate how well the school identifies and meets individual needs. Learning is made fun, and is creative and age-appropriate. Activities offer achievable challenges for all children. Staff make good efforts to incorporate basic skills of literacy and numeracy in independent play and adult-led activities. Assessment of progress is ongoing and effective. Children enjoy exploring the world around them and make good use of prior knowledge to identify change and difference. When playing in the wet sand, for example, they described how they have seen dry and wet sand at the seaside. Adults encourage children by their questioning, although this remains an area for development. The recently appointed leader of the Early Years Foundation Stage is developing her leadership skills well. She has a good understanding of the next steps to take to develop the provision further.

What the school should do to improve further

- In lessons, ensure pupils have a clear understanding of the next steps to take in their learning and of successful outcomes.
- Extend the management role of subject leaders and managers in order to improve learning opportunities for 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?	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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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

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	2
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?	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

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 eliminated	2
How well does the school contribute to community cohesion?	1
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**

19 March 2009

Dear Children

Inspection of St Andrew's CofE Controlled Infant School, Farnham, GU9 7PW

Thank you for making the inspectors so welcome when we visited your school. We enjoyed meeting you and seeing the exciting things you are doing. We were pleased to see so many of you receiving awards for good achievement in assembly. We think that you go to a good school. These are the things we liked most about your school.

- You are friendly and very welcoming.
- You enjoy all your lessons, work very hard and make good progress.
- You behave and play together extremely well.
- Good teaching helps you reach high standards, well above those in most schools, particularly in reading, writing and mathematics.
- Visits out of school sound very exciting, such as to the allotment.
- You are working hard to help others who are not as lucky as you, such as in Romania.
- Your school council has some good ideas for developing your school.
- Your parents and carers are very glad that you go to this school.

We know that your headteacher, staff and other adults are working hard to develop your school and we are pleased with what they have achieved. We have asked them to do two things to make your school even better. Firstly, we would like the teachers to make sure that you understand clearly what it is you are to achieve in lessons and how you will do it. Secondly, we think that your teachers and the other adults with special responsibilities could help more with improving your school.

We hope that you carry on enjoying the many interesting things provided for you at St Andrew's. We are sure that your school will continue to improve.

Yours faithfully

Bernice Magson

Lead Inspector