

# Green Oak CofE Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	125185
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	331612
<b>Inspection date</b>	13 July 2009
<b>Reporting inspector</b>	Brian Evans

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	54
Government funded early education provision for children aged 3 to the end of the EYFS	19
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	Interim executive
<b>Chair</b>	Mr Steve Barker board
<b>Headteacher</b>	Mrs Hilary Loder (Executive)
<b>Date of previous school inspection</b>	14 May 2008
<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>	Franklyn Road Godalming GU7 2LD
<b>Telephone number</b>	01483 422924

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<b>Age group</b>	3–8
<b>Inspection date</b>	13 July 2009
<b>Inspection number</b>	331612

**Fax number**

01483 425225

**Age group** 3–8

**Inspection date** 13 July 2009

**Inspection number** 331612

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Green Oak CofE Primary School (formally St Mark's) is a small primary school. It was subjected to a radical realignment in September 2008. An experienced executive headteacher was appointed, and virtually all staff, and in particular all teachers, were newly recruited in September 2008 or January 2009. The executive headteacher is also the substantive headteacher of another local infant school, and much of the day-to-day running of the school is undertaken by the head of teaching and learning. The school currently caters only for the Early Years Foundation Stage and Key Stage 1 pupils, but it is planned to gradually expand it into a full primary school. One third of the pupils are on the Traveller register. The number of pupils in Key Stage 1 is very small. A high proportion of pupils have learning difficulties, mainly relating to literacy. The great majority of pupils are of White British heritage. The school has very close links with the local CofE church.

As a result of the inspection on 14 May 2008, the school was taken out of special measures. However, it was judged to require significant improvement because it was performing significantly less well than in all the circumstances it could be reasonably expected to perform. It was asked to:

- raise standards in writing and mathematics
- tackle the inadequacies in teaching and raise its quality
- improve attendance and standards of behaviour in the school
- ensure a smooth transition for all pupils during the formation of the realigned school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Green Oak CofE Primary and Nursery School provides a good education for its pupils. In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Since September 2008 the realigned school has made remarkable progress over one year in meeting the very wide personal and academic needs of the pupils. A monitoring visit by Her Majesty's Inspector in May 2009 judged the school to be making good progress in raising standards, and the school has built well on this assessment since then. Children in the Early Years Foundation Stage and in Years 1 and 2 make good progress from very low starting points on entry to the school. All children in the Nursery due to start school in September 2009 have elected to stay at the school. All five Year 2 pupils were assessed to be performing at the national average in 2009 in reading, writing and mathematics. External validation shows that the school meets its challenging targets, and most pupils in the school make better than expected progress. However, in the Early Years Foundation Stage boys do not achieve as well as girls. Nevertheless, since the last inspection, standards throughout the school have risen markedly, teaching and learning are good, behaviour and attendance are good, and pupils enjoy school.

This positive learning environment is a result of the good levels of care, guidance and support shown by all adults for the personal development and well-being of each pupil. Teachers and all adults, including administrative, kitchen and premises managers, work well together and are passionately involved in meeting all pupils' individual needs through an excellent curriculum based on active learning. Examples of innovative elements include caring and learning about the three pigs and the hens penned on the school field, and the greenhouse in which pupils grow vegetables for the school kitchen. Pupils gain a good understanding and awareness of healthy foods and lifestyles, and also an early awareness of the buying and selling aspects of economics. Another example of this approach is the new equipment and imaginative layout of the internal and external play areas in the Early Years Foundation Stage. These experiences provide them with good stimuli for improving their social skills and their literacy and numeracy. The school recognises that there is much still to do to encourage literacy skills, and the immediate priority is to enhance pupils' speaking and listening skills. Monitoring and assessment of pupils' progress by staff is very thorough. Marking is good, and pupils' work is presented very well and shows progress over time. Assessment by pupils of their own and others work is in its early stages and is a high priority in the development plan.

Parents and children now support the school very strongly. Four out of every five parents returned questionnaires - a very high proportion. The written comments spoke of how much their children talked to them about their activities in school and how welcoming and helpful the staff are of parents' views and concerns. A parent wrote, 'I feel that if I have any problems I can speak to any of the staff. My daughter talks about her lessons at home and as a parent I feel the school is making excellent progress.' Pupils feel safe and state that any bullying or name-calling is dealt with very swiftly by adults. Lunch hour is an important time and develops pupils' social skills well. Teachers and adults provide very good role models and serve the pupils with their meals. The continuing good progress since September 2008 is due to the outstanding leadership of the executive headteacher, backed by a thoughtful and effective interim governing body. She is supported strongly by her head of teaching and learning and by all staff. Community cohesion is good and has a positive impact on learning. Green Oak's links are strong not only with the local community and church but also with the wider global scene through the school's

internet links with Uganda. In view of all the above, the school's capacity for further improvement is good.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the school with well below average skills across all areas of learning. They make good progress and enter Year 1 with below average literacy and numeracy, but are close to the early learning goals in all other areas. Children make good progress because of the good teaching they receive. Good planning, skilful questioning, learning through well-structured play, well-designed activities indoors and outdoors, and well-trained support assistants are characteristic strengths of the teaching and learning. Children behave well and work collaboratively. Relationships are strong and children look after those who are new to the school very well. Staff recognise that boys are not achieving quite as well as girls, and are focusing on strategies which will address this issue. Assessment and tracking of children's progress is rigorous and shows that they all, including vulnerable children and those with learning or emotional difficulties, make good progress. The curriculum is very creative and one parent commented, 'My child can't wait to get to school - he does not want to miss a thing!' Nursery children enjoyed hand-printing flags for their float in the local carnival. The Reception class enjoyed the task of being detectives trying to find rhyming words. Teachers and staff have been particularly successful in building partnerships and trust with parents. There are now seven families who read with their children when they come into the school in the morning. Parents' positive comments in their questionnaires are a further testimony to the success of the school/parent partnership and the good attention to the welfare of young children provided by the school. Leadership and management of the Early Years Foundation Stage are good and the provision is continuing to develop well.

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

- Improve pupils' speaking and listening skills.
- Improve the progress of boys in the Early Years Foundation Stage to match that of the girls.
- Extend and build on strategies which give pupils more opportunities to assess their own and other pupils' work.

## **Achievement and standards**

### **Grade: 2**

Standards by the end of Year 2 are broadly in line with expectations, and the improved achievement patterns have been a real success story since the start of the school year. Progress in reading, writing and mathematics and in the use of information and communication technology has been good, and represents good achievement from pupils' well below average starting points. This has been because of good teaching and learning supplemented by a wide and effective range of 'booster' support programmes to meet individual literacy and numeracy needs. This is further underpinned by pupils' much improved enthusiasm for learning. Pupils are generally aware of their own challenging targets and ways in which they can achieve them. Nonetheless there is scope for improving pupils' speaking and listening skills in all years. Pupils with specific learning difficulties and emotional and behavioural difficulties benefit from skilful early support, and from interventions by teachers and well-trained support staff who meet their learning needs well and so enable them to make good progress.

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

### **Grade: 2**

Pupils' positive attitudes and enthusiasm for learning is evident in lessons, in extra-curricular activities and around the school. Spiritual, moral, social and cultural development is good, and there is time in the curriculum set aside for reflection and quiet thought. A Christian ethos pervades the school. Assemblies give pupils opportunities to speak to their peers, and there is no shortage of volunteers for leading from the front of the hall. Pupils learn about their own and other faiths and cultures as, for example, when they take part in the local carnival and events linked to the Gypsy Roma Heritage. Visits to the local library, the church and further afield for steam trains and strawberry picking, together with the school's own farm and greenhouse, extends pupils' learning well. Parents and pupils work well with the school on what constitutes a healthy lunchbox and on other matters related to a healthy lifestyle. Sport and other clubs such as the gardening club are well attended. Pupils feel safe and happy in school - their views are echoed by parental comment in the questionnaires. Attendance and punctuality are good and are much improved since the last inspection because pupils enjoy school. The pupils have a voice through the school council and carry out responsibilities - either as monitors or when supporting younger pupils - very conscientiously. Many of the curriculum ideas such as the animals on the school site sprang from comments by pupils. Staff listen very carefully to them and plan learning activities around them. Pupils' ability to contribute in this way is a good preparation for adult life and an invaluable social skill.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers take full advantage of the opportunities in a small school to focus carefully on the needs of individual pupils. Teaching and learning are monitored very carefully and the school accurately judges the quality of both to be good. For example, learning observed in the Year 1 and 2 lesson on broad beans grown in the school greenhouse was characterised by an enthusiastic, active approach to learning by pupils. They felt, tasted, measured, drew and discussed the beans, which then led into enhancement of their literacy and numeracy skills. As a result, the progress made during the lesson was good. Teachers also remark that pupils are eager to eat what they grow themselves. Pupils find it difficult to be independent learners, but are gradually gaining confidence with support from teachers and support assistants. They have good access to literacy and numeracy computer software in each classroom. Assessment through questioning is very good and teachers use pupils' ideas well to take learning forward. Work is marked regularly and thoroughly, and teachers track and record individual progress well. However, there are not enough opportunities for pupils to assess their own learning and to assess other pupils' work. Classrooms and corridors have good displays, and these contribute well to learning. The school has an excellent focus on the celebration of pupils' achievement.

### **Curriculum and other activities**

#### **Grade: 1**

The pastoral and academic curriculum from Nursery through to Year 2 gives teachers excellent opportunities to make pupils' learning creative and enjoyable. The school is reviewing and setting up an even more challenging and exciting primary curriculum over the next year. There is outstanding provision for the development of basic skills in literacy and numeracy, with a

range of effective interventions in place to support those who find learning more difficult. Pupils are currently engaged in setting up a sensory garden and have already begun to make wind chimes and started measuring out part of the school field where it is to be based. The curriculum is further enriched through a very wide range of clubs which take full advantage of the excellent school field and indoor spaces available. These contribute well to pupils' personal development and add to their knowledge, understanding and skills. An imaginative variety of visits and visitors brings the curriculum to life and considerably extends pupils' learning experiences.

## **Care, guidance and support**

### **Grade: 2**

Good standards of care are seen in all aspects of school. All activities are carefully assessed for risks, and the school has monitored very carefully the setting up of the farm and greenhouse. Pupils feel safe, and safeguarding procedures are robust. Attendance is monitored very closely and action is taken very quickly when pupils are absent without good reason. The needs of the most vulnerable groups of pupils with learning difficulties are met well. They make good progress which is in line with all other pupils. Tracking systems and assessment procedures are very thorough. Pupils receive regular responses to their work with written or oral guidance on how to improve it further. Communication with parents is good. They believe they can approach the school whenever they feel they need to discuss their children's progress.

## **Leadership and management**

### **Grade: 2**

The executive headteacher gives the school excellent leadership and has a very clear vision for the future, which she communicates expertly to her governors, staff, parents and pupils, and to the local community. The executive governing body, the head of teaching and learning and all staff fully support the headteacher, and have contributed greatly to the marked improvement in standards and ethos of the school. The improvement is also based on an excellent curriculum with a substantial active learning programme which motivates and interests all pupils of all abilities. Teachers provide pupils with activities that they enjoy but which at the same time develop their basic skills, knowledge and understanding. The headteacher and staff are justly proud of the good progress they have made over the year, but they are not complacent. They recognise that there is still much to do to raise standards further and realise the full potential of the pupils. Parents overwhelmingly support the new school and its ethos. The strong emphasis on partnership with parents in particular, and with the wider community in general, has been a key factor in the school's improvement. Self-evaluation processes are good and identify clear priorities, and action, monitoring and expected outcomes are well focused. Administrative and premises staff are very efficient, and all adults in the school work well together as a team to benefit pupils' learning.





## 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?	2
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

<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>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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

<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?	2

## 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	1
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	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**

21 July 2009

Dear Pupils

Inspection of Green Oak CofE Primary School and Nursery, Godalming, GU7 2LD

I am writing to let you know how much we enjoyed our visit to your school. You will be pleased to hear that we have concluded that Green Oak is now a good school and no longer requires significant improvement. Here are a number of things we like about your school.

- You are making good progress in your work.
- You are keen to come to school and really enjoy learning. We were very impressed with what you have learned about your pigs - Pickle, Chutney and Onion - and especially the eggs laid by the hen.
- You have lots of good ideas which you share with the teachers. Good luck with the setting up of the sensory garden.
- We especially liked the way you behave and work together as a team with all the adults in the school, and enjoy learning together. The vegetables grown in the greenhouse are impressive - this is a good example of teamwork.
- Your parents and carers are very happy with the news you take home about what you have been learning in school.

We have asked your teachers to raise standards even further by helping you with your speaking and listening and giving you more opportunities to assess your work and the work of other children. We have also asked them to encourage the younger boys to try to make as much progress as the girls. We are sure that you will eagerly contribute many of your own ideas to help your teachers tackle these three tasks.

We wish you the very best of luck for the future.

Yours faithfully

Brian Evans

Lead Inspector