

Fetcham Village Infant School

Inspection report

Unique Reference Number	124983
Local Authority	Surrey
Inspection number	340692
Inspection dates	23–24 November 2009
Reporting inspector	Alison Cartlidge

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Cath Garel
Headteacher	Christine Cornish
Date of previous school inspection	3 February 2007
School address	School Lane Fetcham Leatherhead KT22 9JU
Telephone number	01372 373502
Fax number	01372 361045
Email address	info@fetcham.surrey.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 97 parents and carers and 24 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work and looked in detail at the following:

- how well pupils, especially the boys, develop and use their literacy skills
- the extent of pupils' understanding of cultural diversity in Britain
- how well teachers and teaching assistants question and support pupils to help them achieve
- how well leaders involve parents in their children's learning.

Information about the school

Pupils come to this small infant school from Fetcham and the surrounding area. The proportion entitled to free school meals is low. The school has a well-below-average proportion of pupils with special educational needs and/or disabilities. There have been four new teachers in the last three years. The school has a breakfast club run by the governing body.

The school has received several awards including the Healthy School Award and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Pupils thoroughly enjoy the interesting and varied curriculum at this good school, and consequently their achievement is outstanding. They are right to say, 'We come to school to learn things we don't know,' and during their time at the school they become exceptionally well prepared for the next stage of their education and later life.

Children make a good start to their education in the Early Years Foundation Stage. Good teaching is maintained in Years 1 and 2, enabling pupils, including those with special educational needs and/or disabilities, to learn quickly in most lessons. Teaching is effective because resources such as information and communication technology (ICT) and questioning are used well to engage and hold the pupils' interest and to share subject knowledge. For example, pupils in a Year 1 class listened well as the teacher showed them pictures depicting Native Americans and the first Thanksgiving.

Pupils make good progress and standards are high by the end of Year 2. Recent developments in promoting speaking and listening are having a particularly positive impact. As a result, pupils are confident and articulate and listen to members of staff and other pupils intently. For example, pupils in Year 1 used good vocabulary when they shared their views on why we should be thankful, and Year 2 pupils suggested good words to describe life on a ship. Pupils reach high standards in writing, but this is not consistently evident in their everyday work. Teachers use praise well to encourage pupils, but do not always ensure that pupils try hard when writing, or are given enough time or written guidance to help them to do their best.

Pupils say they feel safe at school because members of staff are friendly and approachable. Pupils' behaviour is excellent in lessons and around the school, although a few pupils take too little care when running around at playtime, resulting in a higher incidence of minor bumps and scrapes following wet weather than is necessary. The otherwise safety conscious senior leaders have not monitored this aspect of safety on the playground sufficiently well to find ways of reducing these minor injuries. The hard playground is rather cramped, full of equipment that can become slippery following wet weather and has several nooks and crannies that are difficult to supervise fully.

Pupils are good at taking responsibility in school and the local community by making suggestions about how to make the school even better and by singing for older people in the area. They show respect for other people, although their understanding of cultural diversity in Britain is rather limited.

The school has a good capacity to improve further. Good procedures for self-evaluation and monitoring teaching and learning enable leaders to know what needs to be done next to make the school better, and high standards have been successfully regained

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

following a slight dip in 2008. A very thorough system for tracking pupils' progress is being used even more rigorously so that dips in progress can be picked up more quickly than in the past.

What does the school need to do to improve further?

- Improve the quality and quantity of writing in pupils' everyday work by:
 - providing pupils with sufficient time to complete their writing
 - challenging pupils to always try hard and do their best
 - using marking to provide clearer guidance on how to improve
 - helping pupils to check and improve their work and follow up advice swiftly.
- Increase pupils' awareness of cultural diversity in Britain.
- Reduce the number of minor accidents in the playground by reviewing the safety of equipment and the space for running around, especially during or after unfavourable weather conditions.

Outcomes for individuals and groups of pupils**1**

Pupils thoroughly enjoy coming to school, and their enthusiasm for learning is an important factor in their outstanding achievement. They make especially positive comments about their teachers and friends. Their behaviour is exemplary in lessons and around the school, although they are sometimes over-exuberant on the playground. Pupils listen to adults and each other very well, enabling them to cooperate with each other sensibly when working in small groups or pairs. For example, in an outstanding lesson in Year 2, pupils used their imaginations very well when using pretend photographs of a ship to help them describe their story settings.

Attainment is high by the end of Year 2. Pupils are very articulate and have an excellent understanding of number. Girls and boys, including those with special educational needs and/or disabilities, make good progress across the school because lessons are interesting and new skills are taught clearly. Pupils' written work does not consistently demonstrate the wide range of skills they have learnt. When asked to produce a special piece of writing, the standard is much higher than in the pupils' everyday work, because teachers do not always ensure that pupils produce their best work.

Caring members of staff provide good role models in how to develop relationships and, as a result, pupils' spiritual, moral and social awareness is good. The school has correctly identified through its review of cultural development that pupils have a limited understanding of the wide range of cultures represented in Britain. Nevertheless, pupils respect differing views and beliefs and are tolerant of each other. Pupils enjoy helping to make the school even better and raising funds for charity. They have recently helped to improve the appearance of the playground by surveying other pupils on their ideas for a mural depicting woodland animals. Pupils have an excellent understanding of how to stay healthy. They are extremely energetic on the playground and in the daily 'shake and wake' sessions. They understand the benefit of healthy foods and drinking water,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

demonstrating that they deserved their Healthy School award and Activemark.

Pupils feel safe at school and know that there are 'lots of adults to help'. With recent advancements in the use of information and communication technology in school, leaders have suitable plans to expand the pupils' knowledge of how to stay safe when using the internet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have very good relationships with the pupils and, as a result, behaviour is excellent in lessons. Teachers and teaching assistants provide well-judged support for pupils' differing needs and provide interesting activities that make pupils keen to learn. For example, pupils in Year 2 enjoyed pretending to be on a boat and considering what they might see every time the teacher called out, 'There she blows!' Members of staff work together very well to plan similar activities for parallel classes. The curriculum is outstanding and has been successfully developed to ensure that topics are boy-friendly and strong links are made between different subjects. Opportunities for pupils to keep fit and healthy are excellent, and pupils are very enthusiastic about taking exercise and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

eating sensibly.

Members of staff provide good care, guidance and support for pupils. Pupils who have fallen behind in their learning are quickly identified and specific support programmes have a positive impact on their learning. Pupils in the calm and relaxed breakfast club have healthy breakfast options and benefit from a choice of quiet and lively activities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The very well-respected headteacher has a clear vision for the school and a realistic view of its strengths and areas for development. Leaders are very successful in ensuring that members of staff feel supported and valued, and professional development is high on the school's agenda. Several changes in staffing have been managed well so that the school has kept its well-deserved good reputation in the local community.

Governance is outstanding. Governors provide considerable support and challenge in equal measure and evaluate most aspects of the school's work with considerable rigour. Governors are kept well informed by the headteacher, understand what the school does well and have high expectations for the future. The school sets and mostly achieves its challenging targets. Good self-evaluation has given leaders an accurate understanding of the areas that could be improved further. Recent well-focused developments, such as those in the curriculum, are increasing the interest and involvement of boys in literacy lessons, demonstrating that the school has a good capacity to improve further.

The enthusiastic senior leaders are working together exceptionally well with parents to support pupils and to ensure that there are no forms of discrimination. Leaders have identified correctly that writing is the current priority for further development, but have not yet carried out a rigorous evaluation of pupils' everyday writing to ensure that pupils consistently do their best.

At the time of the inspection the school's safeguarding arrangements were found to be good, because, whilst most procedures are very thorough, there are too many minor accidents at playtime following wet weather. The school promotes community cohesion successfully because it has good links with other local schools and globally. It is right to be seeking ways of improving links with contrasting schools further afield in Britain.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children join the school working at or beyond the expected levels for this age group. They make good progress and attainment is above average when children start in Year 1. Members of staff provide a calm and supportive place for children to work. Children make particularly good progress in learning about letter sounds and speaking and listening, because these aspects of the curriculum are promoted especially well. For example, children wrapping presents for a pretend party were using language such as 'it's big enough' and others filling containers were learning 'nearly full'. Occasionally some activities lack challenge, and when this happens the children's interest is not maintained. Children behave well, and are confident and independent when working on tasks they have chosen for themselves. Members of staff work together well as a team and provide a wide range of exciting activities indoors. Effective leaders have identified correctly that there is less choice outside, especially on wet days, because there are too few all-weather resources. There are good plans and a suitable budget to put this right. New members of staff are gaining experience in using assessment information so that it can be used more accurately to judge progress between different areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Almost all parents and carers are pleased with the work of the school and support their children well at home. They make positive comments such as, 'The school is the social glue that binds our community together' and, 'A friendly, happy and well-run school'. A very few parents expressed concerns over supervision and behaviour on the playground. The inspection team agrees with the parents' positive views. Inspection evidence revealed that whilst the playground is supervised, there are too many minor accidents after wet weather. School leaders have suitable plans to review playtime provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fetcham Village Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 97 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	82	17	18	0	0	0	0
The school keeps my child safe	78	80	17	18	2	2	0	0
The school informs me about my child's progress	55	57	41	42	1	1	0	0
My child is making enough progress at this school	62	64	34	35	0	0	0	0
The teaching is good at this school	70	72	27	28	0	0	0	0
The school helps me to support my child's learning	68	70	29	30	0	0	0	0
The school helps my child to have a healthy lifestyle	74	76	22	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	62	29	33	0	0	0	0
The school meets my child's particular needs	64	66	29	33	0	0	0	0
The school deals effectively with unacceptable behaviour	59	61	30	31	1	1	0	0
The school takes account of my suggestions and concerns	58	60	38	39	0	0	0	0
The school is led and managed effectively	73	75	22	23	0	0	0	0
Overall, I am happy with my child's experience at this school	76	78	21	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2009

Dear Children

Inspection of Fetcham Village Infant School, Leatherhead KT22 9JU

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to this good school.

These are the best things about your school

- You are especially good at speaking and listening.
- You learn quickly because teachers give you interesting things to do.
- You behave well and are exceptionally good at staying healthy. It is good that you help to grow your own vegetables and enjoy 'wake and shake'.
- Your headteacher and other leaders know what needs to be done to make the school even better.

These are the things we have asked your school to do next

- Help you to always do your best writing.
- Teach you more about how other people live in this country.
- Cut down the amount of times you bump into each other or fall over on the playground.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always try hard when you are writing.

Yours sincerely

Alison Cartlidge

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.