

Wood Street Infant School

Inspection report

Unique Reference Number	125004
Local Authority	Surrey
Inspection number	340696
Inspection dates	14–15 July 2010
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Mr Kelvin Richardson
Headteacher	Valerie Green
Date of previous school inspection	8 May 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited six lessons taught by three teachers and held meetings with governors, senior teachers and groups of pupils. Inspectors observed the school's work, and looked at school development plans, pupils' assessment information, minutes from governors' meetings and pupils' work. They also analysed questionnaires from 23 parents and carers.

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

- the progress that pupils make in reading, writing and mathematics
- the impact the revised curriculum makes on the outcomes for pupils
- the quality of provision in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school situated in a rural village location. Most pupils are of White British heritage with few who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. There is provision for the Early Years Foundation Stage in the Reception Class. The headteacher joined the school in September 2009.

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

1

Main findings

This is a good school. It provides outstanding care, guidance and support for pupils. Pupils say they feel safe and secure in school and that adults care about them. They have an excellent understanding of the need to adopt healthy lifestyles and they thoroughly enjoy the activities the school provides for them in lessons and out of school. Attainment in reading, writing and mathematics is significantly above average. However, scrutiny of pupils' work shows that some pupils do not make enough progress in mathematics and writing. This is because although teaching is good, pupils do not have clear targets and teachers' marking does not provide pupils with enough information about what they need to learn next. Pupils get on well together and they have a good understanding of right and wrong. They make a good contribution to the school and the wider community. For example, they sing at the village fair and the school council has been involved in taking decisions about the outdoor area. Despite the school's efforts to encourage good attendance, this remains satisfactory.

There is a broad and balanced curriculum which is enriched by a wide range of additional activities such as visits to local places of interest. Subjects are linked together under an overall topic or theme. Literacy and numeracy are taught within this so that pupils are able to practise and apply their reading, writing and mathematics skills when learning about other subjects. In most lessons teachers plan interesting activities that are well-matched to pupils' learning needs. This is because they make good use of assessment information when planning their lessons. There are excellent systems in place to support and guide pupils, particularly for those pupils who find some aspects of school difficult.

The headteacher joined the school in September 2009 and quickly put into place new systems and procedures, and updated policies. She carried out a thorough evaluation of practice within the school to identify where there were strengths and what more needed to be done. The outcomes of this incisive analysis were used to create a three-year plan for development in consultation with staff, parents and governors. There is now a clear direction to the work of the school and staff morale is high. There have been some significant improvements to the school and these have already had a clear impact on pupils. For example, the outdoor area in the Reception Class has been completely redeveloped so that children can access quality learning outside as well as indoors. The curriculum has been improved to make it more interesting for pupils whilst maintaining the high standards established by previous leaders. There are now clear lines of accountability for all staff arising from rigorous performance management procedures. The school has built on good performance since the last inspection and has outstanding capacity to improve further.

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What does the school need to do to improve further?

- Improve attendance by working more closely with parents and carers to reduce holidays taken during term time.
- Improve assessment procedures by:
 - introducing curriculum targets in reading, writing and mathematics so that pupils know what they need to learn next
 - providing pupils with clear guidance through marking about what they need to do to make more progress.

Outcomes for individuals and groups of pupils

1

Relationships between adults and pupils are excellent and this makes a significant contribution to the outstanding outcomes for pupils. Pupils enjoy school and they behave well in lessons. They listen carefully because teachers plan interesting lessons which capture pupils' imaginations. For example, in one lesson, the teacher read a story with such expression that pupils were entirely silent as they eagerly waited to hear what came next. Attainment in reading, writing and mathematics has remained consistently high despite significant changes to the staff team. Pupils who have special educational needs and/or disabilities make outstanding progress. This is because the school makes good use of its relationships with external agencies to support those pupils most at risk of underachieving. Most pupils make good progress in lessons, although there is evidence to suggest that some could make even better progress. Pupils are well prepared for their future economic well-being because they attain high standards in their basic skills and this prepares them well for the next stage of their education. However due to a higher than expected amount of holidays being taken in term time, their attendance is broadly average. Pupils understand the need to make the right choices, particularly with regard to their health and safety. They have an excellent understanding of the need to choose healthy foods and they thoroughly enjoy the wide range of physical activities that keep them fit and healthy. Pupils feel safe in school because the environment is safe and secure. They talked enthusiastically about visits from the police and the fire brigade to teach them about how to stay safe.

These are the grades for pupils' outcomes

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

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

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	1
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have planned the curriculum effectively so that subjects link together to make learning more meaningful. For example, pupils designed and made houses as part of their project on the Great Fire of London. They wrote about it in literacy and used their knowledge of mathematics to place events on a time line. This was followed up by a visit by the fire brigade who then talked to pupils about the importance of fire safety. The houses were then set alight (safely) in the playground so pupils were able to reflect on loss and to empathise with the people of that time who watched as their homes burned. This made a significant contribution to pupils' good spiritual, cultural, moral and social development. Good partnerships with the local junior school have provided opportunities for pupils to attend a joint French Day in which they were exposed to many aspects of French culture and traditions. This made a good contribution to community cohesion. Whilst there is good coverage of the curriculum, there are still some gaps. This was most evident in mathematics where there are some inconsistencies in the sequence in which numeracy skills and concepts are taught and this slows the progress that some pupils make.

Teaching is often lively and enthusiastic and enjoyable for pupils. This is because teachers plan lessons with an interesting range of experiences and activities to engage pupils. Teachers are skilled at asking pupils questions to probe their knowledge and understanding. Teaching assistants are used well to support pupils' learning so that pupils make good progress. Computers are used effectively in lessons to support learning and this is a significant improvement since the last inspection. New systems to assess pupils' work have been put into place so that teachers can monitor pupils'

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progress. However, pupils' work and handwriting are often untidy and there is not enough guidance to help them to improve their work. Teachers care greatly for pupils and they will go out of their way to support those who are vulnerable and need extra help. There are good arrangements in place to support those pupils to overcome barriers to learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since joining the school in September last year, the headteacher has worked in close cooperation with staff and governors and carried out a complete review of what the school provides. Her analysis has been rigorous and accurate and this has enabled her to create a plan for development which is sharply focused on a few key areas. There has already been a significant improvement to many aspects of the school's work. The Headteacher has considerable drive and enthusiasm and has successfully inspired the school to share a common sense of purpose. There is now a clear vision and direction which is owned by all stakeholders. School leaders monitor the work of the school and this has brought about improvements to the quality of teaching and assessment. Leaders for literacy and numeracy regularly monitor teaching and teachers' plans and there are plans in place to extend this to monitoring pupils' work more robustly. Governors visit the school informally as well as formally and have a good understanding of the school's strengths and weaknesses. They are provided with high quality information so that they can hold the school to account. The school actively seeks the views of parents in determining their priorities and there are good systems for communicating with parents. Good relationships with external agencies such as the local authority literacy support service, educational psychologists and the education welfare service have enabled the school to support vulnerable pupils very effectively. There are few differences in attainment or achievement for different groups of pupils reflecting the school's commitment to equal opportunities. Every effort is made to tackle discrimination on any grounds. Safeguarding arrangements and child protection procedures are good. All statutory policies have been reviewed in the last year and meet requirements, although there are some minor details such as the next date for review missing from some policies. The school has carried out an audit of community cohesion and there is an action plan in place to show how this will be further developed.

These are the grades for leadership and management

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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	1
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	2
The effectiveness of the school's engagement with parents and carers	2
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	1

Early Years Foundation Stage

Children get off to a good start in the Reception Class. They are warmly welcomed into a stimulating environment where they are able to work and play indoors and outside. There is strong teamwork and good communication with parents and carers. Children make excellent progress in developing their literacy, numeracy and personal skills. This is because staff use assessment information well to plan a variety of activities to meet their developmental needs. However, they do not always record children's achievements in other areas of learning and some records of assessment information are not readily accessible. The outdoor area has been redeveloped this year and now has an exciting range of areas in which children can explore, discover and learn together. Most children are mature and confident. They are able to share, take turns and listen carefully to adults and to each other. Assistants are highly skilled in working with small groups to develop their reading or writing skills and already some children are showing signs of reading fluently. There is a good balance of activities that are led by the teacher and those from which children can choose for themselves. This helps them to develop initiative and independence. Good attention is given to ensuring that children are safe and secure and well cared for.

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

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	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents agreed that the school provides a good quality of education for their child. Their responses indicate that their child is happy, safe and making good progress in lessons. There was no strong disagreement with any of the statements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood Street Infants 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	78	5	22	0	0	0	0
The school keeps my child safe	19	83	3	13	0	0	0	0
The school informs me about my child's progress	12	52	9	39	0	0	0	0
My child is making enough progress at this school	14	61	8	35	0	0	0	0
The teaching is good at this school	17	74	5	22	0	0	0	0
The school helps me to support my child's learning	16	70	6	26	1	4	0	0
The school helps my child to have a healthy lifestyle	15	65	8	35	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)	16	70	6	26	1	4	0	0
The school meets my child's particular needs	14	61	8	35	0	0	0	0
The school deals effectively with unacceptable behaviour	12	52	9	39	2	9	0	0
The school takes account of my suggestions and concerns	13	57	9	39	0	0	0	0
The school is led and managed effectively	14	61	8	35	1	4	0	0
Overall, I am happy with my child's experience at this school	15	65	7	30	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



19 July 2010

Dear Pupils

Inspection of Wood Street Infants School, Guildford GU3 3DA

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about your school. Your teachers and leaders have worked very hard over the last year to make your school a good school. We liked the way that you use computers in your lessons and we enjoyed hearing about all the visits you make to places such as the Weald and Downland Museum. Your teachers plan interesting lessons so that you can all do well in reading, writing and mathematics. Most of you make good progress but we think that some of you could be doing even better. This is what we have asked your school leaders to do.

- Encourage you all to come to school regularly.
- Give you targets for reading, writing and mathematics and mark your work to show you what you need to learn next so that you can make even better progress.

We know that you will do all you can to help your teachers and school leaders to make this happen. In the meantime, I wish you all the very best for the future.

Yours sincerely

Joy Considine

Lead inspector

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