

Lyne and Longcross CofE Infant School

Inspection report

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| Unique Reference Number | 125137 |
| Local Authority | Surrey |
| Inspection number | 340727 |
| Inspection dates | 25–26 May 2010 |
| Reporting inspector | Jacquie Buttriss |

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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|--|-----------------------------------|
| Type of school | Infant |
| School category | Voluntary aided |
| Age range of pupils | 2–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 89 |
| Appropriate authority | The governing body |
| Chair | null null |
| Headteacher | J Currie |
| Date of previous school inspection | 15 June 2007 |
| School address | Lyne Lane Chertsey KT16 0AJ |
| Telephone number | 01932 872327 |
| Fax number | 01932 872327 |
| Email address | finance@lyne.surrey.sch.uk |

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|--------------------------|----------------|
| Age group | 2–7 |
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| Inspection number | 340727 |

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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

T: 08456 404045

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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed and all teachers were seen. Meetings were held with pupils, staff and governors. Inspectors observed the school's work and looked at a range of documentation, including the school development plan, policies, assessments, progress data and children's work. Eighty parental questionnaire responses were received and analysed.

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

- the levels of skills children have when they join the school and their current rates of progress, especially in reading
- the aspects of leadership and management that were not reviewed in the school's self-evaluation
- the aspects of the Early Years Foundation Stage that were not reviewed in the school's self-evaluation.
- the most recent absence figures, in order to establish the impact of the school's measures to improve attendance and reduce the rate of persistent absence.

Information about the school

This is a small, rural infant school with its own nursery provision. There are very few pupils eligible for free school meals and few whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities, mainly moderate learning difficulties, is smaller than in most schools, as is the number of pupils from minority ethnic groups. However, there is a significant number of Traveller children. The school has gained the Active Mark and the Partnership with Parents award. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It has many strengths and parents and carers are full of praise for every aspect of the school. One parent spoke for many, '□This is an amazing school where children thrive educationally and socially.' Lyne and Longcross gives all its pupils excellent care, guidance and support. The excellent curriculum provides a highly motivating variety of experiences and opportunities for pupils of all ages and abilities. Teaching is good and improving, with the result that pupils make good, and sometimes outstanding, progress through the school. Consequently, pupils build on their low starting points when they start school to achieve broadly average and improving standards. While there are many good features of teaching, there is the occasional lapse in the pace of a few lessons. This leads to a slowing of progress, which is more marked when teachers have not made clear their high expectations of what pupils might achieve.

The overall outcomes for pupils are very strong and pupils achieve well. In particular, pupils feel very safe. As one said, '□It's a very safe school.' Their parents and carers overwhelmingly agree with them. Pupils are very clear indeed on how to stay healthy. As one Year 2 pupil said, '□You have to keep fit and healthy all day.' Pupils proudly take on a number of responsibilities from an early age. The school council is very active. '□We have meetings and make the school a better place.' Spiritual, moral, social and cultural development is outstanding and, not surprisingly, pupils' behaviour is exemplary at all times in this happy, caring school. Attendance, however, is average. Although many pupils have a good attendance record, a few persistent absentees bring down the figures. The school is working very hard with the families concerned to redress this situation and there has already been some improvement this year.

The outstanding leadership and management of this school have driven forward many improvements over the past few years and the rate of improvement continues apace. Recent initiatives have brought about strong improvements in a number of areas, particularly in reading and in all aspects of assessment. There is excellent capacity for further sustained improvement.

The Nursery and Reception classes are highly praised by parents and carers and give children an outstanding start to their education, inspiring them with a love of learning from the earliest age onwards. Exceptionally strong teamwork ensures the very best possible care and support. The parents of one child spoke for many. '□The Nursery team is amazing. It has the atmosphere of one big happy family.' It is the inspectors' view that the same can justifiably be said of the whole school.

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What does the school need to do to improve further?

- Raise attainment higher by improving the consistency of teaching, always setting a strong pace in lessons and communicating high expectations at all times.
- Take every opportunity to ensure that all parents, particularly those who find it difficult to ensure their children attend regularly, understand the importance of good attendance.

Outcomes for individuals and groups of pupils

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|----------|
| 1 |
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From their low starting points when they start school, children make good progress overall. This is now accelerating towards being outstanding. Pupils' attainment is broadly average and improving. Pupils of all abilities achieve well and teachers make sure that their needs are met. Pupils with learning difficulties and/or disabilities are very well supported so that they make similar progress to their peers. The Traveller children who attend regularly also make good progress.

Pupils' personal development is good at all stages. Relationships are excellent and pupils respect and care for one another, working together outstandingly well. They contribute very strongly to the school in various roles and enjoy regular involvement in community activities. □'I'm quite responsible for looking after new children,' said a Year 2 boy. Another pupil commented, in an understated way, □'Behaviour is quite good at this school.' Indeed behaviour is excellent, both in classrooms and around school. Pupils are confident that there is rarely any bullying and that they all know who to talk to if they have any concerns.

Pupils clearly enjoy coming to school and have positive attitudes to their learning. □'I like school, it's really fun,' said a pupil. A parent wrote that her child □'loves this school and is always keen to attend however hard it is'. Many pupils have good attendance rates throughout the year. However, despite the school's great efforts to encourage better attendance by the few pupils who are persistently absent, attendance is improving only very slowly because these absences adversely affect the whole school's attendance rate. Pupils feel well prepared for their next schools.

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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|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| 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 | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| 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 | 1 |

How effective is the provision?

Teaching is typically good through the school. In one outstanding lesson seen during the inspection, young children greatly enjoyed a variety of challenges across all areas of learning, exploring the theme of families, both inside and outside the classroom. The excellent teaching and exciting range of activities inspired them to extend their learning so that they made outstanding progress. Most lessons are strongly paced and pupils are well motivated to achieve the high expectations teachers have for them. However, this is not yet consistent at all times.

Pupils praise their teachers for the help they give them. One Year 2 pupil said, 'If you know just a little, they tell you a bit more, but not everything so that you have to find out for yourself.' Pupils can explain their individual learning targets, which help them greatly in moving on with their learning. Teachers' marking of pupils' work includes suggested next steps, so that pupils know how to improve their work. Teachers make excellent use of ongoing assessment to help them match pupils' work to their individual needs. Excellent curriculum provision is greatly enriched by a variety of well-attended clubs and activities. 'Gardening club is fantastic,' commented a parent, whilst another praised 'book explorers' for helping with her child's reading. Members of the community come in and tell pupils about their jobs to help with their learning.

Care, guidance and support are exceptionally strong throughout the school. Parents and carers value the 'great atmosphere of the school, with all years mixing well together at playtimes'. 'The school could not be more helpful and encouraging' was another typical comment. The school makes excellent provision for vulnerable pupils and their families. Pupils with special needs are fully supported so that they achieve well. Parents and

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

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carers fully appreciate this, as one commented, 'My son may have been overlooked ... had he been in a different school.' Excellent links with other schools provide a number of strategies to prepare pupils very well for moving on, with the result that transition to the junior schools is exceptionally smooth.

These are the grades for the quality of provision

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

How effective are leadership and management?

Inspectors agree with the parent who wrote that, 'The head is an excellent leader with a great team behind her.' The headteacher's clear vision is shared with all staff and sets a strong direction in driving the school forward. Self-evaluation is accurate, although a little over-cautious, and the school makes excellent use of pupils' progress data to identify areas for improvement and set challenging targets. As one member of the leadership team wrote, 'The school constantly seeks to expand its provision, move forward and extend children's learning.' There have been many improvements since the last inspection. Principal amongst these is assessment, which is now used to inform teaching and planning and to identify and target further improvements.

Opportunities are equal for pupils of all ages, abilities and backgrounds and discrimination is not tolerated. For example, the school has forged very strong links with the families of Traveller children and these pupils are outstandingly well included and integrated across the school. Safeguarding procedures are outstanding. Staff vetting procedures are exemplary. Every adult in the school takes great care to ensure children's safety and security at all times. The school makes outstanding use of all its resources to make sure that pupils have the best use of space and equipment and excellent staffing levels.

The dedicated governing body gives good support to the school. The governors fulfil their monitoring roles successfully and are effective in challenging the school to hold it to account. Community cohesion is good. Indeed, within the school and the local community it is very strong. There is a good link developing with a Swaziland orphanage. The school is currently exploring the possibility of a link with another school in the United Kingdom to help pupils share experiences about each others' lives.

These are the grades for leadership and management

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| | |
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| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| 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 | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| 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

□We are blessed to have our child at this school's nursery,' wrote a parent. There was high praise from many parents and carers for the excellent start their children enjoyed in both the Nursery and the Reception class. In both these settings, children do indeed benefit greatly from the outstanding Early Years Foundation Stage provision, which enables them to settle in quickly and grow in confidence as they take their first steps in acquiring a love of learning.

Children starting in the Nursery enjoy a very wide range of stimulating experiences and develop their skills at an excellent pace across all areas of learning. □We are extremely satisfied with the balance of play and education,' commented a Nursery child's parent. Each child is valued and nurtured in both the Nursery and the Reception class. In both settings, children are helped to develop independence and self-esteem as they achieve their goals. Teachers and teaching assistants provide outstanding support for each child in their care, with the result that they all make excellent progress. Children under the age of three receive outstanding care and are given excellent opportunities for exciting and enjoyable play to help them start their learning journeys through the school.

Outstanding leadership, supported by a very strong team, ensures that every day is an exciting new adventure in children's learning. Excellent assessment processes track the small steps children make from their first day onwards, set out for all parents and carers to see. Indeed, parents and carers are encouraged to be involved in their children's learning and are welcomed in with their children each day. This ensures excellent home-school communication. Inspectors agree with the parents who describe the Early Years Foundation Stage staff as □exceptional, caring and kind and the facilities outstanding'.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

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|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

Over half of the parents and carers responded to the Ofsted questionnaire and were overwhelmingly positive in their views of the school. A few parents raised concerns, but there was only one common issue. The large majority of parents and carers were very happy with the ways in which the school communicates with them proactive communication' as one parent put it. However, six parents said they would like more communication or more feedback about their children's progress. Inspectors found that the school communicates very well with parents and carers about general issues and provides every parent with a graph of their child's progress, which is excellent practice. There is copious praise from parents and carers for many aspects of the school, its staff and the headteacher herself. As one parent commented, We believe this is a truly exceptional school with outstanding education and care.' While another summed up her view, and the views of many, in the one word, Fantastic!'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyne and Longcross C of E 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school and 55 in the nursery.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 58 | 73 | 20 | 25 | 1 | 1 | 1 | 1 |
| The school keeps my child safe | 68 | 85 | 11 | 14 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 47 | 59 | 28 | 35 | 5 | 6 | 0 | 0 |
| My child is making enough progress at this school | 48 | 60 | 25 | 31 | 6 | 8 | 0 | 0 |
| The teaching is good at this school | 55 | 69 | 23 | 29 | 0 | 0 | 1 | 1 |
| The school helps me to support my child's learning | 54 | 68 | 20 | 25 | 6 | 8 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 58 | 73 | 21 | 26 | 1 | 1 | 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) | 50 | 63 | 24 | 30 | 3 | 4 | 0 | 0 |
| The school meets my child's particular needs | 54 | 68 | 20 | 25 | 4 | 5 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 55 | 69 | 19 | 24 | 1 | 1 | 3 | 4 |
| The school takes account of my suggestions and concerns | 53 | 66 | 22 | 28 | 2 | 3 | 1 | 1 |
| The school is led and managed effectively | 53 | 66 | 22 | 28 | 3 | 4 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 65 | 81 | 10 | 13 | 2 | 3 | 3 | 4 |

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

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|----------------------------|--|
| 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.



27 May 2010

Dear Children

Inspection of Lyne and Longcross C of E Infant School, Chertsey KT16 0AJ

Thank you for being so friendly, polite and helpful when we came to inspect your school. We very much enjoyed talking with you. Yours is an excellent school that cares for you exceptionally well.

These are the things that we especially like about your school

- You all very much enjoy your learning and work hard. You make good progress and achieve well. Keep it up!
- The school keeps you all very safe indeed.
- You all get on very well together and your behaviour is excellent. Well done!
- The teachers plan lots of exciting things for you to do to help you learn.
- You enjoy taking on responsibilities in your school to make it a better place.
- Children in the Nursery and Reception classes have an outstanding start to their school lives.
- Your teachers mark your work and set you learning targets very well indeed to help you know how to improve. Their excellent use of assessment makes sure they set you all tasks at the right levels.
- Your school communicates very well with your parents and carers.
- The school is outstandingly well led by your headteacher and staff work very well as a team.
- Your spiritual, moral, social and cultural development is outstanding.

These are the things your school could do to improve

- Teachers need to make sure that all lessons move along at a good pace and help you to achieve the high levels they expect of you.
- The school needs to help all parents or carers understand how important it is for you to attend school every day, unless you are really ill. You could help with this, so that you don't miss important parts of your learning.

You can help the school by continuing to work hard and enjoy your lessons. I would like to wish you all lots of success in your future learning.

Yours sincerely

Jacquie Buttriss

Lead inspector

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