

Scott Broadwood CofE Infant School

Inspection report

Unique Reference Number	125241
Local Authority	Surrey
Inspection number	359865
Inspection dates	21–22 September 2010
Reporting inspector	Eileen Chadwick

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Canon Peter Bruinvels
Headteacher	Donna Duffy (Interim)
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons and four teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities, representatives of the governing body and a local authority officer. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 55 completed questionnaires from parents and carers.

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

- The development of pupils' key skills from the Early Years Foundation Stage through to Year 2.
- The steps taken to improve attainment for Year 2 pupils and their impact on raising achievement.
- The quality of teaching and the curriculum to ensure that it meets the needs of different groups in mixed-age classes on the school's two sites.
- The impact of leadership at all levels on raising achievement and the systems for managing the split site.

Information about the school

This is a smaller than average infant school occupying two sites which are three miles apart and located in the villages of Capel and Ockley. The Early Years Foundation Stage and Key Stage 1 are found on both sites. Almost all pupils are from a White British background. A below average proportion of pupils are known to be eligible for free school meals. The proportion with special educational needs and/or disabilities is below average and these pupils mainly have literacy difficulties. The interim headteacher has led the school since June 2010. The substantive headteacher took up the post two years ago and is due to return to Scott Broadwood in December 2010. There has been a complete change of teaching staff on the Capel site this academic year.

The Early Years Foundation Stage consists of two Reception classes and children are taught in mixed-age classes alongside a few Year 1 pupils. The pre-school, which is situated on the Capel site, is privately managed and not part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. It is recovering successfully from an unsettled period. School leaders have effectively identified the school's strengths and where improvements are required. The steps taken in recent years to tackle underachievement are having a positive impact and pupils' achievement is now satisfactory. The interim headteacher has already provided a clear direction and her leadership is building well on the improvements already made. The Christian ethos of the school helps to create a caring community. As a result, pupils' spiritual, moral and social development is good. Pupils feel very safe, enjoy school and have a good understanding of how to lead a healthy lifestyle.

Pupils make satisfactory progress overall. Their attainment by the end of Reception year is mainly average but uneven. There are strengths in their speaking, problem solving, reasoning and numeracy skills but more capable children do not always do as well as they should in reading. In writing, too few attain the expected standards. At the end of Year 2, pupils' attainment is average overall and improving. As a result of a drive to improve teaching, pupils' attainment rose to above average in reading, writing and mathematics this year. However, fewer girls than boys reached the higher levels in reading and mathematics. Outdoor activities in Reception are also improving, though they are not always sufficiently stimulating and there are too few opportunities for children to make choices and learn independently.

The overall quality of teaching and learning is satisfactory. The school is addressing the inconsistencies across the two sites but it is too early to measure the full impact. Improvements to the curriculum help teachers provide interesting learning contexts to capture children's interests. The school has correctly identified that the match of work to pupils' learning needs is not always fully effective. This is due to weaknesses in the accuracy of assessment information. As a result, progress sometimes slows, especially for more capable pupils and for those who find learning more difficult. There are also inconsistencies in the quality of teachers' marking in helping pupils to clearly understand what they need to do to improve their work. Pupils' behaviour is satisfactory and, when teaching accurately matches their learning needs, it is good.

Leadership and management are satisfactory. Systems to ensure the consistency of leadership, management and provision across both sites are improving, including the development of subject leaders' roles., although some leaders still have too many responsibilities. The substantive headteacher has successfully introduced assessment tracking for Key Stage 1 across both sites and recent improvements to the consistency of assessment information in Reception are supporting this well. However, the targets for the more capable pupils in Year 2 are sometimes too modest when compared with

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their attainment at the end of Reception. Everyone now shares the school's ambitions. Given this and school leaders' and governors' clear recognition of where action is needed, as well as signs of pupils' rising attainment, the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, improve children's skills in reading and writing and provide them with more opportunities to make choices and to learn independently, including through enriched outdoor play.
- Improve the quality and consistency of teaching and raise attainment by :
 - developing teachers' skills in assessing pupils' learning and progress so they can plan activities which build on what pupils already know and understand
 - improving teachers' marking so it helps pupils to know what they need to do to improve their work.
- Develop stronger systems for shared leadership and management by:
 - clarifying the roles of key leaders so responsibilities are shared more evenly across the two sites
 - developing the roles of subject leaders across the two sites.

Outcomes for individuals and groups of pupils**3**

Lesson observations and evaluation of pupils' tracking data and their work showed pupils' learning is satisfactory overall, including for those with special educational needs and/or disabilities. Accelerated progress in Year 2 enables pupils to make up ground lost at the start of Year 1 where work does not always build on their basic skills at the end of Reception. Pupils are enthusiastic learners when interesting and practical activities, such as drama, underpin more abstract learning and literacy tasks. In one good lesson in Years 1 and 2 on the theme of the Fire of London, pupils' enthusiasm for history was aroused and they made good progress as literacy tasks were carefully matched to pupils' differing learning needs during group work. However, this is not yet consistent across all classes. The school acknowledges that pupils do not always work independently or concentrate well enough because study skills have not been consistently built upon from Reception.

Pupils are polite and well mannered. They take a pride in attending the school, move around calmly and safely, and are considerate towards others, reflecting their good spiritual, moral and social development. Pupils' spiritual development is promoted well in assemblies when they say prayers and reflect on moral themes. They make a valuable contribution to the school community when older pupils support younger ones at lunch and break times and help with organising playtime equipment. They participate well in village and church events. However, pupils have limited opportunities to take part in making decisions about school life and this, together with their understanding of different cultures, is an aspect the school is strengthening. Pupils' attendance is

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average. The extent to which they apply their basic skills and regularly attend school prepares them satisfactorily for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although there is some good teaching and learning, it is not yet consistent within and across year groups. Teachers often plan interesting activities but information from assessment is not always accurate enough to provide secure starting points on which to base pupils' learning. When pupils' learning tasks are too hard or too easy, they sometimes lose interest and interrupt the learning of others. In the best lessons, adult support is used effectively and enables teaching to meet pupils' wide range of attainment through careful group teaching. However, in some lessons, adult support is not always sufficiently focused on the learning needs of particular groups, including more capable pupils and for those with special educational needs. Good use is made of information and communication technology to support teaching and learning and lesson introductions are enlivened through the use of interactive whiteboards.

The curriculum is being restructured so that subjects are carefully linked to make it

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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more interesting and relevant. Teachers within the same year groups now plan together. Positive links with the community and with schools in the 'Dorking Partnerships' enrich pupils' learning experiences, especially in sport. Opportunities for pupils from Scott Broadwood's two sites to take part in joint learning activities are developing, although still at an early stage.

Care, support and guidance are satisfactory. There is a friendly, caring atmosphere and pupils agree that there is always someone who will help them if they are worried. Parents and carers value the way their children feel happy in school and feel very safe. They are delighted with the recently improved communication systems between home and school for parents and carers. The school works effectively with outside professionals in order to support vulnerable pupils and help them to adapt to school.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders, staff and governors share a desire to raise pupils' attainment. Teaching and learning are regularly monitored and careful self-evaluation has led to the school identifying key areas for improvement. This is central to the recent successes in the drive for improvement. Recent staff appointments have strengthened relationships, teamwork and teachers' range of expertise. The interim headteacher has not had a class-based teaching commitment since September and this has increased the time available for leading and managing the school. The interim headteacher is improving systems for staff to work together across the two sites so that teachers' expertise is shared. Teachers have welcomed the increased support and help to improve their teaching, for example through opportunities to observe good practice in other schools. However, there is work to do to ensure management responsibilities are equally divided by clarifying the roles of senior leaders and middle leaders and the part they play in improving pupils' achievement across the two sites. The governing body have a good range of expertise and are well led by the knowledgeable Chair of Governors, though some governors are more involved in the life of the school than others. The school improvement plan focuses clearly on improving pupils' progress but does not always provide enough information about pupils' attainment targets. This prevents school leaders and managers, staff and the governing body readily evaluating the impact of provision on raising pupils' attainment.

Satisfactory safeguarding arrangements are in place and the school is diligent about

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child protection. School leaders ensure that staff receive effective guidance to enable them to identify issues that would raise concerns about pupils' well-being. The school is active and effective in tackling discrimination and promotes equality of opportunity satisfactorily. Community cohesion is satisfactory; the school promotes cohesion in its own community well. It has evaluated that further work is needed to reach out beyond this and has plans in place for promoting and extending pupils' understanding from national and global perspectives.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The quality of provision is satisfactory, ensuring the children make satisfactory progress. Children settle quickly because of the warm welcome from staff. They are well cared for, kept safe and feel secure. Their skills on entry are broadly at the level expected, although a significant minority enter higher than this. By the end of Reception, most children reach the majority of their expected early learning goals and some exceed these in language, thinking, problem solving, reasoning and numeracy. However, the proportions reaching higher levels in reading are not as high as found in most schools and their attainment in writing is a little below average. The school has started to address these weaknesses, for example by strengthening the teaching of the sounds that letters make, and the teaching of reading. There are also improvements to outdoor and indoor provision so children have increased opportunities for learning through play and to choose between activities. Some activities are exciting, for example the 'Post Office' provides good opportunities for role play and developing early counting skills. However, learning through play activities is not always as stimulating so does not enable

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children to develop their skills to the highest level. The school is successfully working to ensure a better balance between adult-directed and child-selected activities to give children more opportunities to explore their environment and to learn independently.

The leadership and management of the Early Years Foundation Stage are satisfactory. The school is improving its systems for assessing children's skills on entry and tracking assessment in order to evaluate the impact of provision on the development of children's skills. Resources are satisfactory overall, although there are not enough construction kits.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Well over a half of all parents and carers returned questionnaires. A large majority are pleased with their children's experiences at the school. They feel this is a happy school where their children are kept safe and they enjoy learning. They are very pleased with the way the interim headteacher is building on the school's strengths and making important changes, including strengthening communications systems. One parent, representing the views of many, wrote that it had been a 'difficult time having the headteacher away but the interim headteacher is doing a fantastic job'. A few are concerned that pupils do not always behave as well as they should. Inspectors agree with parents' and carers' positive comments. They find that pupils often behave well around the school, in the playground and in most lessons. However, they do not concentrate so well when teaching does not fully match their learning needs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scott Broadwood CofE 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	73	14	25	0	0	0	0
The school keeps my child safe	44	80	10	18	0	0	0	0
The school informs me about my child's progress	20	36	27	49	2	4	0	0
My child is making enough progress at this school	22	40	24	44	0	0	0	0
The teaching is good at this school	30	55	13	24	0	0	0	0
The school helps me to support my child's learning	24	44	19	35	1	2	0	0
The school helps my child to have a healthy lifestyle	34	62	17	31	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)	24	44	19	35	0	0	0	0
The school meets my child's particular needs	24	44	22	40	0	0	0	0
The school deals effectively with unacceptable behaviour	19	35	22	40	3	5	0	0
The school takes account of my suggestions and concerns	22	40	21	38	2	4	0	0
The school is led and managed effectively	29	53	19	35	0	0	2	4
Overall, I am happy with my child's experience at this school	36	65	18	33	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



Dear Children

Inspection of Scott Broadwood CofE Infant School Capel, Dorking RH5 5JX

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education and here are some of the things your school does well:

- you enjoy school and help to make it a special place because you are polite and helpful
- your spiritual, moral and social education is good
- you understand how important it is to keep fit and healthy and know you should not eat too many cakes and sweets
- you have good opportunities for using computers
- senior staff, teachers and the governing body are working hard to make your school even better

We have asked your school to help you to do even better by:

- helping those of you in the Reception classes to improve your reading and writing and give you more choices and opportunities to learn independently
- helping your teachers plan activities for you that are not too hard and not too easy so that you can do even better with your reading, writing and mathematics
- making sure that the comments teachers write on your books help you to understand how to improve your work
- making sure all school leaders contribute equally to making the school better and check how well things are going.

We hope all of you will continue to enjoy school and you can help by working hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

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