

Walsh Memorial CofE Controlled Infant School

Inspection report

Unique Reference Number	125135
Local Authority	Surrey
Inspection number	359846
Inspection dates	30 September 2010–1 October 2010
Reporting inspector	Jane Chesterfield

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	John Dodd
Headteacher	Suzanne Cawson
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons taught by nine teachers. They held meetings with pupils, parents and carers, staff and members of the governing body. Inspectors looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governing body meetings. Questionnaires completed by staff and by 77 parents and carers were analysed.

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

- The current picture of attainment and progress, particularly in writing.
- How well teachers meet the differing needs of all learners in their classes.
- How well support for pupils with additional needs helps them overcome their barriers to learning.
- How effectively leaders at all levels monitor, develop and support teaching and learning.

Information about the school

Walsh Memorial CofE Controlled Infants is a smaller-than-average school serving an area around this Surrey village, including a large settled Gypsy, Roma and Traveller community. The proportion of pupils known to be eligible for free school meals is below average. Most pupils come from a White British background, and very few speak English as an additional language. About a third of pupils have special educational needs and/or disabilities, which is above average. These needs mainly relate to specific learning difficulties. The proportion of pupils with a statement of special educational needs is below average. Early Years Foundation Stage provision is offered in the school's Reception classes. The school has gained the Healthy Schools award.

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

Walsh Memorial Infants is a good school where pupils get a good start to their education. Pupils make good progress and achieve well throughout the school. Parents and carers are very satisfied with the school and what it offers their children. One parent commented, 'Walsh Infants is a lovely, friendly welcoming school, where they make you feel no query is too trivial.' Another felt that, 'The staff are incredibly supportive, friendly and professional at all times.' Pupils are very happy at the school, and say how much they enjoy being there with their teachers and their friends.

Thanks to the excellent pastoral care and the calm and supportive atmosphere in each class, pupils feel safe at school and able to talk to an adult if they have a problem. They are eager to come to school and their attendance has improved considerably since the last inspection, so that it is now comfortably above average. Pupils have a keen sense of right and wrong, and have quickly developed an understanding of school rules and routines. They get on well with one another and with adults, and make an outstanding contribution to the life of the school and the wider community. Their school council works jointly with that of the West Surrey Federation, for example, and their eco-council raises awareness of recycling throughout the school community. Children enter the Reception classes with a level of skills that is generally low compared with typical expectations for their age, particularly in their communication, language and literacy skills. They make good progress in the Reception classes, moving into Year 1 close to expectations for their age. Pupils continue to make good progress in Key Stage 1, and their attainment is broadly average by the time they leave. The school has recently focused successfully on raising attainment in all areas for boys, and this has resulted in a marked improvement in reading and mathematics in this year's teacher assessments. However, girls are still outperforming boys in writing, although there has been improvement in boys' results, and so the school is intensifying its focus on boys' writing and language skills. Those pupils who have special educational needs and/or disabilities make good progress from their differing starting points. The school makes outstanding use of a wide range of specialist services to support pupils' specific needs, and this is a great help in removing their barriers to learning.

The quality of teaching is consistently good across the school, ensuring that pupils make good progress. The school has given good attention to addressing the issues arising from the last inspection. Teachers plan carefully to meet the needs of the different ability groups in their classes, and check pupils' understanding of what they have been taught throughout the lesson. However, marking of pupils' work does not always help pupils to understand how well they have done or what they need to do to improve their work and move on to the next steps in their learning. The headteacher and senior staff have maintained good quality provision and good achievement in the school since the last inspection, and have built on the school's considerable strengths. Pupils benefit from an outstanding range of extra activities and opportunities which enhance their learning and

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their personal development. Relationships with parents and carers are excellent. Senior staff and the governing body have a good understanding of the school's strengths and weaknesses, and school development planning accurately identifies the most important priorities. Consequently, the school has a good capacity for further continuous improvement.

What does the school need to do to improve further?

- Raise attainment in writing, particularly for boys, by building on current work to develop pupils':
 - range of vocabulary
 - sentence structure
 - spelling skills.
- Improve the quality and consistency of teachers' marking, to ensure that all pupils know how well they have done and what they need to do next to make more progress.

Outcomes for individuals and groups of pupils

2

The work seen in lessons and in pupils' books from last year confirms that attainment across the school is broadly average and that pupils make good progress. There was good improvement in pupils' results last year, particularly in reading, which was significantly above average. Gypsy, Roma and Traveller pupils perform well compared with their counterparts nationally. Pupils have positive attitudes, and are ready and willing to learn. They tackle their tasks with determination and are keen to be independent and find things out for themselves. In a mathematics lesson in Year 2, for example, several pupils realised that the quickest way to check the answers to their problems was to use the number line around the wall, even though the teacher had not suggested this or reminded them that it was there. Another pupil was checking her addition by changing the sum into a subtraction. She persevered with several attempts and was very pleased when she realised that she needed to put the largest number first. Pupils work well together and have well-developed social skills. In a personal, social and health education lesson in Year 2, for example, they worked cooperatively in pairs to create a role play on how to welcome a visitor, and showed in their thoughtful responses that they could empathise with the needs of others.

Pupils' spiritual development is excellent. They appreciate the wonders of the natural world and show respect and a sense of occasion in Collective Worship. They value art, music and literature, but they do not have a strong awareness of cultures which are not represented within the school community. Pupils behave well in class, around the school and in the playground. They demonstrate an excellent understanding of how to keep safe and to be healthy. However, their knowledge is not always reflected in the way they look after themselves in the playground or in the choices that they make at lunchtime. Pupils are well prepared for their move to junior school, thanks to their good social skills, their above average attendance, and their improved standards in literacy and numeracy.

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

These are the grades for pupils' outcomes

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers create a calm and supportive environment in their classrooms, and this means that pupils feel settled and confident. Teamwork between adults in class is good, so pupils of all abilities are well supported. Teachers make good use of questioning to check pupils' understanding, and have high expectations of what they can achieve. Pupils are grouped within lessons to ensure that all have the right level of challenge, but teachers are prepared to move them between their usual groups if they feel that the level of challenge needs to be different for a particular activity. In a mathematics lesson, for example, the teacher assessed pupils' understanding after the whole-class introduction, and then put some in different groups from normal as a result. Pupils are given clear targets in child-friendly language, and the levels they have reached are clearly shown in their books to inform other adults. Marking is very encouraging and helps pupils feel confident about their abilities. However, it is not used well to point pupils in the right direction for improvement, so they are not always clear about what to do next.

Pupils enjoy a well-balanced curriculum, which rightly focuses on literacy and numeracy, but gives them a good introduction to the other subjects. Art, and design and technology, feature strongly, and pupils enjoy good opportunities to be creative. There is an excellent range of additional opportunities and activities available to pupils, particularly through clubs and the chance to take on responsibility in school and in the wider community. The camera club, for example, went round the school and took pictures of places where pupils

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said they did not feel safe, so action could be taken to improve matters. Older pupils have the chance to take it in turns to be 'yellow jackets', helping other pupils in the playground and supporting the staff on duty. There are sports clubs to suit all tastes and most pupils join at least one after-school activity.

Care, guidance and support for pupils are outstanding, and much appreciated by parents and carers. They speak with warmth of the attention given to individual needs, and to the quality of the school's induction and transition procedures. One parent commented that, 'They have been amazingly supportive of my child's needs and proactive at arranging additional help when required.' Another said that her child had 'grown in confidence after an initially wobbly start, and been gently encouraged by the staff'. The thoroughness of the school's attention to the needs of every child is reflected in the steady and significant improvement in attendance over the last four years. The school values pupils' feedback on its work, and gathers their views to produce an annual report which goes to the governing body to tell them how the last year has gone.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior staff are committed to giving pupils the best possible start to their education, and have worked hard to move the school forward since the last inspection. Subject leaders have been given additional responsibilities during this time, and are developing their roles with enthusiasm. Good tracking systems mean that staff know how well their pupils are doing and can set accurate targets for the performance of their classes. The governing body is well structured and organised, and has a good insight into the school's strengths and areas for development. It provides the school with the right balance of challenge and support. Arrangements for safeguarding pupils are robust. Required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are stringent, and staff training is up to date.

The school works hard to tackle discrimination, and to make sure that pupils of all backgrounds and abilities have an equal opportunity to achieve their potential. It is working successfully to reduce the gap in attainment between boys and girls. Partnership work with parents and carers is excellent, and they are thoroughly involved in all aspects of the school's work. The long-established parents' forum, for example, provides parents and carers with a regular chance to have their say in how the school is run. Their views have had an impact on matters which are important to pupils' well-being, for example the way in which the staggered entry for Reception children is organised. Excellent use is

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made of partnerships with other organisations, especially in calling upon specialist help to meet the very specific needs of some pupils. Partnerships are also used well to overcome the potential disadvantages of being a small school, for example in teaming up with other schools and organisations to access facilities or opportunities for pupils which they might not otherwise experience. The school makes a good contribution to community cohesion. It gives pupils an excellent understanding of what it means to be part of a community and is an important focal point for parents and carers, helping them to access other services. It is in the process of developing links with schools elsewhere in the country and abroad, to help pupils understand the different circumstances in which other children live and learn.

These are the grades for leadership and management

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	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	2
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

Children make good progress in the Reception classes. Staff create a warm and welcoming environment for the children, helping them to feel safe and secure. As a result, they are eager to explore their surroundings and curious about what they find. Staff provide a good range of activities across the areas of learning, and there are some excellent opportunities for children to develop their communication, language and literacy skills. Staff do excellent work in encouraging boys to write. In one class, for example, promotion of the doctor's surgery role-play area meant that the boys were very keen to be involved in treating their patients and writing prescriptions. In the other class, meanwhile, boys were busily involved in taking their own registers, ticking off others on their clipboards. There are good opportunities in both classes for child-initiated learning, and good teamwork amongst the adults means that children are helped to reach the next steps in their learning. Sometimes, adult-led learning is too structured, however, and children find it hard to concentrate on the activities for the length of time required, particularly as they have only been at school for a few weeks.

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The Early Years Foundation Stage is well led. Links with parents and carers are good, and they say that they are very happy with the way their children have been helped to settle into school routines. Planning is thorough and comprehensive, and new systems for assessment are currently being trialled and monitored, although it is too soon to judge how effective they are. Good attention is given to children's welfare and well-being. Senior leaders have a good understanding of the strengths of the provision, and know what it needs to do to improve further.

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

Views of parents and carers

Most parents and carers who responded to the questionnaire were happy with the school and what it offers their children. In particular, all felt that the school keeps their children safe, helps them to have a healthy lifestyle and prepares them well for the future. A few felt that the school does not deal effectively with unacceptable behaviour. Inspectors investigated this concern, but did not find evidence to uphold it during the inspection. Pupils with behavioural difficulties were well managed and cared for, and teachers controlled their classes consistently well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walsh Memorial CofE Controlled 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	64	22	29	3	4	0	0
The school keeps my child safe	54	70	23	30	0	0	0	0
My school informs me about my child's progress	25	32	43	56	2	3	2	3
My child is making enough progress at this school	29	38	41	53	2	3	2	3
The teaching is good at this school	43	56	31	40	1	1	0	0
The school helps me to support my child's learning	38	49	35	45	2	3	0	0
The school helps my child to have a healthy lifestyle	45	58	32	42	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)	35	45	34	44	0	0	0	0
The school meets my child's particular needs	39	51	35	45	1	1	0	0
The school deals effectively with unacceptable behaviour	29	38	34	44	7	9	1	1
The school takes account of my suggestions and concerns	31	40	37	48	2	3	0	0
The school is led and managed effectively	42	55	29	38	2	3	0	0
Overall, I am happy with my child's experience at this school	47	61	27	35	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 all 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 pupils' 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.



4 October 2010

Dear Pupils

Inspection of Walsh Memorial CofE Controlled Infant School, Ash, GU12 6LT

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is doing well and giving you a good start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school, and your attendance has improved a lot since the last inspection.
- You are making good progress in your lessons, because you are well taught.
- You behave well, and are very happy and eager to do things for your school.
- You have good relationships with one another and your teachers.
- You feel safe and secure at school, because you are extremely well cared for.
- You enjoy an excellent range of extra activities and opportunities.
- The senior staff are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that you all do as well as you can in your writing, particularly the boys.
- Make sure that you know how well you are doing in your work and what you need to do to improve it.

All of you can help by always asking if there is anything you do not understand in lessons or when your work is marked.

Best wishes for the rest of your time at school!

Yours sincerely

Jane Chesterfield

Lead inspector

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