

Barnett Wood Infant School

Barnett Wood Lane, Ashted, Surrey, KT21 2DF

Inspection dates 27–28 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils make outstanding progress in reading, writing and mathematics throughout the school, including in the Early Years Foundation Stage.
- Year-on-year, pupils' attainment is well above the national average and continues to rise, especially in reading and mathematics.
- There are very high expectations of what pupils can, and do, achieve. Teachers provide stimulating and challenging lessons for their pupils to ensure that all, including those who have additional needs, achieve exceptionally well.
- The behaviour of pupils is exemplary. Politeness and exceptional manners are expectations. Pupils learn and play extremely well together. They are very confident that they are safe in school. They are happy in this caring, harmonious environment.
- Pupils' spiritual, moral, social and cultural development is outstanding and enriched by a creative curriculum. Exceptionally, there are too few opportunities for pupils to use and develop their information and communication technology (ICT) skills in a range of subjects.
- The performance management of staff is very well organised. Staff are continually provided with very effective opportunities for their professional development and are given appropriately challenging targets, which has ensured that both teaching and achievement have continued to strengthen since the previous inspection.
- Through the inspirational leadership of the headteacher, the school has sustained and further improved both the overall achievement and the quality of teaching in the school.
- The governing body is a strength of the school, supporting the school's development and further improvement very well.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons taught by six teachers and two assemblies. Almost all lessons were jointly observed with the headteacher.
- Short visits were paid to observe how well the school promotes pupils' spiritual, moral, social and cultural development, and other activities specifically relating to the teaching of, and support for, disabled pupils and those who have special educational needs were also observed.
- Meetings were held with senior leaders, staff and two members of the governing body. In addition, the lead inspector talked with a representative from the local authority.
- Inspectors talked with pupils, listened to them read and observed pupils at play during break and lunchtimes.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress for the current school year and previous three years, pupils' work and notes of visits made by the school improvement adviser. Inspectors also looked at self-evaluation and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance, and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- Inspectors took account of the 62 responses to the online parent questionnaire (Parent View) and 15 replies to the staff questionnaire. The views of 21 parents and carers were sought at the start of the school day as they brought their children to school. The lead inspector received two letters from parents.

Inspection team

Wendy Forbes, Lead inspector

Additional inspector

Fiona Robinson

Additional inspector

Full report

Information about this school

- Barnett Wood is smaller than an average-sized primary school.
- Since the previous inspection, the school has increased its published admission limit to two-form entry including in the Early Years Foundation Stage.
- The very large majority of pupils are White British. A very few pupils are at the early stages of learning English.
- The percentage of pupils who are eligible for pupil premium, which in this school provides additional funding for pupils known to be eligible for free school meals and pupils with families in the armed services, is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or a statement of special educational needs is also below average.

What does the school need to do to improve further?

- Extend pupils' information and communication technology (ICT) skills by:
 - planning and providing regular learning opportunities for pupils to use their information, communication and technology skills across a wider range of subjects.

Inspection judgements

The achievement of pupils is outstanding

- Achievement has continued to rise, particularly in reading and mathematics at the highest level, since the previous inspection. By the end of Year 2, almost all pupils achieve standards that are well above average in reading, writing and mathematics.
- Most children start school with skills at least those expected for their age and often higher. Because of the exceptional teaching, very careful planning and extremely well-tailored support provided, children make outstanding progress. They achieve exceptionally well in English and mathematics, and show very strong physical as well as creative development. Pupils continue to make outstanding progress throughout Year 1 and Year 2.
- Pupils' use of their literacy and numeracy, as well as speaking and listening, skills across a range of different subjects is outstanding. The youngest children were observed showing high standards of literacy for their age, compiling 'medicine poems' based on the story of 'George's Marvellous Medicine'. All pupils use their rapidly developing knowledge of letter sounds to help them to read new or unfamiliar words. In Year 1, pupils made rapid progress in mathematics, naming and describing a wide range of 3-D shapes and their properties.
- High-quality work seen in pupils' books also supports the view that, by the time pupils reach the end of Year 2, they are very well prepared for transfer to their partner junior schools.
- The school takes very seriously its commitment to tackling discrimination and ensuring that there are equal opportunities for all pupils. Disabled pupils and those who have special educational needs, and the very few who are learning to speak English as an additional language, achieve exceptionally well. The progress of these pupils is not significantly different from their peers and they are exceeding national standards in reading, writing and in mathematics.
- Pupil premium funding is spent very effectively. Additional staffing to provide opportunities to learn in small groups offers excellent support to pupils eligible for this funding, and all pupils are able to take advantage of additional extended school opportunities such as swimming sessions and clubs during school holidays. As a result, pupils who are eligible for the pupil premium achieve extremely well and make similar progress to other pupils, and their attainment in reading, writing and mathematics is also in line with that of other pupils in the school.

The quality of teaching is outstanding

- Outstanding teaching and high expectations of what pupils can achieve, including those who have additional needs, have had a significant impact on pupils' progress. The school's monitoring records and other inspection evidence show high-quality teaching is the norm, increasing significantly since the previous inspection.
- Detailed planning and the enormous lengths to which teachers go to make lessons stimulating and interesting ensure high levels of challenge. For example, in a mathematics lesson, pupils were eager to calculate the weight and cost of posting different-sized objects. Activities planned with different abilities in mind pushed pupils' knowledge and understanding of weight and money calculations to its limit as pupils used inverse operations to check their answers. As one pupil said, 'This is my biggest challenge ever.'
- Teachers' subject knowledge is excellent as observed in a Year 2 class where pupils' knowledge and understanding of what words and punctuation would strengthen their writing about instructions was taught extremely skilfully. Enthusiasm for what they are teaching is infectious and galvanises pupils to do their best. Exceptional teaching, particularly in Reception classes, ensures not a moment of learning is lost; play and learning go hand-in-hand.
- Exceptional, innovative teaching of letters and sounds was observed during the inspection. A passion for reading is encouraged throughout the school. Giggles of delight could be heard as adults and children in Reception classes made and wore false beards in order to cement children's understanding and recognition of the sound 'ear' in the word 'beard'.

- Adults know pupils extremely well. Very good use of assessment information to track learning and development ensures everyone knows precisely what needs to be done to narrow any gaps in learning.
- There are very warm relationships between teachers and pupils. This means that discipline is maintained apparently effortlessly and lessons progress without interruption.
- Support staff have clear roles and responsibilities in lessons. They support pupils' learning skilfully. Their excellent understanding of what pupils are expected to learn ensures they intervene and support to great effect to help pupils overcome any difficulties which might possibly slow their learning.
- Literacy and numeracy are taught in very imaginative ways with excellent links made with other subjects. As a result, pupils have interesting things to write about, which they frequently do. In pupils' books, teachers mark work so pupils are clear about how well they have done and how to improve further. Pupils let teachers know their thoughts too, recording how well they have understood, or completed, a task.
- Continued investment in laptops, cameras and other technological equipment has helped support and develop pupils' ICT skills. However, there are sometimes missed opportunities to extend these skills through other subjects.

The behaviour and safety of pupils are outstanding

- Pupils have excellent attitudes to learning. They listen carefully in lessons and show a keen interest in their learning. As a result, they choose to behave impeccably in lessons and make an exceptional contribution to their own learning.
- Pupils work well with their 'learning partners', in small groups or as a whole class. This notably contributes to their rapid learning. Pupils seamlessly change from one activity to another without disturbance or fuss. They have the confidence to ask questions when they are unsure and the courtesy to listen to each other when required.
- This calm, purposeful and harmonious environment is key to pupils' exemplary behaviour. Courtesy and excellent manners are the norm. Pupils regularly help each other in lessons, sharing ideas, solving problems or patiently taking turns in using equipment. Many say with great pride that they enjoy the privilege of being an ambassador for the school, acting as tour guides showing visitors around the school, as a member of the school's Eco team or helping to take care of the school pond or planters.
- Year 2 pupils spoke knowledgeably to inspectors about safety. This confidence is explicitly linked to the programme of personal, social and health education that all pupils receive. They feel very safe in and out of school and learn from an early age what behaviour is appropriate, and how to assess risks, for example in using scissors, gardening or science equipment.
- Negative behaviour is rare. Pupils are fully aware of what constitutes unacceptable behaviour and how to deal with any type of bullying should it occur.
- High levels of attendance reflect pupils' desire to be in school. As one parent said, 'My child always skips into school each morning, she just loves it here.'

The leadership and management are outstanding

- The headteacher's exceptional leadership is key to sustaining high levels of achievement. Her drive, energy and vision for improvement are shared by the whole school community. Pupils are at the heart of everything the school does. Parents and carers appreciate the extraordinary lengths to which the headteacher and staff go to ensure pupils enjoy school and achieve very well. The focus is always firmly on the well-being and achievement of the pupils and any signs of underperformance are immediately addressed.
- Constant monitoring of performance and rigorous checks on how well the school is doing make sure that the school is fully aware of its strengths and any areas that need improvement. A very

detailed school development plan puts the development of staff at its heart. Movement up the salary spine is carefully monitored by both the headteacher and governors.

- Staff questionnaire responses were overwhelmingly positive. Staff feel valued and benefit from tailored professional development. Talents are nurtured; those waiting in the wings to take on senior roles are given the opportunity to shadow other leaders. As one member of staff said, 'Everyone is a leader and made to feel we have a special part to play in this school.' Staff and governors alike contribute to the outstanding management of the school.
- Leaders ensure pupils receive a very rich, broad, balanced and highly stimulating curriculum. The school chooses subjects, topics and themes that are of real interest to pupils. Learning is enriched through themed days such as 'India' and 'Maths Day', and further enhanced by opportunities to use the school's pond and garden planters for practical science activities and to swim during summer months in the on-site swimming pool.
- Spiritual, moral, social and cultural development is outstandingly promoted through dedicated opportunities for reflection and celebration in assemblies, clubs and participation in many special events. High-quality art work from the school's 'Tobias and the Angel' project was proudly exhibited as part of the National Gallery's 'Take One Picture' project. Pupils told inspectors about their success in designing and selling school bags to raise funds for play equipment. Such wonderful opportunities help pupils develop into confident, independent, eager learners who achieve exceptionally well.
- Pupils show a keen sense of what is fair. They have the confidence to stand up for themselves and others. The school also communicates to the pupils, as far as possible, the diversity of modern Britain through visits to places of worship and the welcoming of visitors to the school.
- The local authority both supports the school and is supported by it. Senior staff regularly contribute to locality and local authority meetings. Local schools benefit from leaders' strengths of practice.
- **The governance of the school:**
 - Governance is a strength. Governors are extremely well informed about the quality of teaching, and how well leaders are supporting and improving staff performance. They make sure teachers' pay and promotion are justified by pupils' progress and achievement. They are very clear about the school's strengths and weaknesses, and how well the school performs compared to other schools. Finances are well managed and governors are able to hold the school to account for the way extra funding, such as the pupil premium, is spent. Safeguarding of pupils is a priority for the school. Meticulous pre-employment checks ensure that statutory requirements are met well.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124982
Local authority	Surrey
Inspection number	412508

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	John Smith
Headteacher	Norma Penny
Date of previous school inspection	28 September 2006
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