

# Horley Infant School

Lumley Road, Horley, RH6 7JF

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Parents have no hesitation in recommending Horley Infant School to others because they rightly believe that their children enjoy school, feel safe and make good progress.
- Children get off to a good start in Reception and pupils make good and sometimes outstanding progress across the school.
- Pupils leave at the end of Year 2 with attainment which is significantly above average in mathematics and above average in English.
- The school is a welcoming and vibrant place where pupils feel safe and are happy and friendly.
- Pupils say that the best thing about the school is the teachers and the learning. They report that behaviour is good and that rare instances of bullying are sorted out.
- Parents are kept extremely well informed about their children’s development and progress, and pupils are set appropriate homework which helps their learning.
- Leaders’ monitoring of teaching and their thorough evaluation of school performance mean that they are able to identify accurately the school’s strengths and plan effectively for development.
- Leaders' exceptionally well-planned actions are carefully aligned to the school budget and have strong impact on pupils’ good achievement.
- The headteacher provides an outstanding role model for staff and pupils of calmness and ambition. Alongside other leaders she takes a pivotal role in developing staff and working in partnership with other schools and the local community.
- The governing body, staff and leaders share a clear vision for pupils to achieve their potential and together they work to ‘benefit the children’.
- The school makes good use of its generous outdoor space where pupils can play and learn. They are given good opportunities to work together and to participate in sport, music and art.

### It is not yet an outstanding school because

- Teachers do not always use assessment information as well as possible to set work at the right level for different pupils and pupils do not always have as many opportunities to apply their knowledge of letters and sounds (phonics) in writing as they could.
- Less experienced middle leaders do not use assessment information as rigorously as possible. As a result a small number of the most able pupils, and a few disabled pupils and those with special educational needs or pupils eligible for the pupil premium do not make as much progress as they could.

## Information about this inspection

- The school had half a day’s notice of the inspection and the inspection took place over two days.
- Inspectors observed teaching in 27 lessons or part lessons in all of the school’s classes. Some of these observations were conducted jointly with the headteacher.
- Meetings were held with pupils, leaders and managers, members of the governing body and a representative of the local authority.
- Inspectors held informal discussions with parents. They also took account of 67 responses to the Parent View online survey and 17 questionnaire responses from staff.
- They looked at pupils’ work in lessons and also separately with leaders. Inspectors heard pupils reading and observed them in class and around the school.
- A wide range of school documentation was considered. This included: information provided by the school relating to the attainment and progress of pupils and groups of pupils across the school; the performance management of staff; evidence of checks on teaching by the school; external evaluations of the school; the school’s website; the school’s action plans; minutes from governing body meetings; the school’s self-evaluation, and behaviour records and safeguarding information.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Victor Chaffey

Additional Inspector

Josephine Lewis

Additional Inspector

## Full report

### Information about this school

- Horley Infant School is larger than the average-sized primary school.
- The number of pupils at the school has increased since its previous inspection in 2009.
- Most pupils are White British and other pupils come from a range of minority ethnic backgrounds. The number of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action has grown and is now above average and the number supported through school action plus or with a statement of special educational needs is below average.
- The number of pupils supported through the pupil premium, which is additional funding for pupils known to be eligible for free school meals, those in the care of the local authority or those with a parent in the armed services, is below average. In this school, this funding applies to pupils known to be eligible for free school meals and with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a change to the Chair of the Governing Body and other members of the governing body since the previous inspection; a new speech and language therapist and home-school link worker have been appointed and there have been a few recent changes to teaching staff and middle leaders, following a period of instability last year.
- The headteacher and other senior leaders take a leading role in the local 'Horley learning partnership', providing training for staff from other schools and a range of educational activities for the community.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that progress accelerates for a small number of the most able pupils in reading, a few supported through the pupil premium in writing, and a few with special educational needs in mathematics, by ensuring that:
  - teachers always use assessment information to set work at the right level for all groups of pupils
  - pupils are given more opportunities to apply their knowledge of sounds and letters through greater opportunities to write at length.
- Enhance leadership and management by:
  - developing less experienced middle leaders' ability to use assessment information rigorously.

## Inspection judgements

### The achievement of pupils

is good

- Most children enter with skills similar to those typically found for their age, in communication, personal, social and physical development. A sizeable number enter with skills which are below those typically found, in literacy and mathematics. They get off to a good start, and usually enter Year 1 with attainment which is broadly average in reading and writing and above average in mathematics. The proportion who achieves a good level of development by the end of Reception is above average.
- Pupils make good and sometimes outstanding progress during their time at the school, leaving at the end of Year 2 with attainment which is above average in reading and writing and significantly above average in mathematics.
- Since its previous inspection, attainment has risen at the school to significantly above average. In 2013, girls' attainment in reading dipped, so that attainment in reading fell to above average. This came at a time of instability when individual members of staff including the literacy leader were absent due to illness. Since then, senior leaders have taken decisive action to address this issue, so that attainment for current Year 2 pupils is on track to be at least above average for girls and boys and significantly above average in English and mathematics for all pupils.
- School data suggest that progress for pupils is good overall, with stronger progress in mathematics and reading than in writing because a small number of pupils supported by the pupil premium, some of whom have additional learning needs, make slower progress in writing.
- Most pupils supported through the pupil premium make good progress so that by the end of Year 2, gaps in attainment between them and their peers have narrowed in English and mathematics. Although there are gaps of about one term between the attainment of Year 1 pupils supported through the pupil premium and their peers, in English and mathematics, both they and similar pupils in Year 2 reach standards which are at least in line with and often above similar pupils nationally.
- Disabled pupils and those supported through school action generally make good progress. A few pupils supported through school action plus make less than good progress in mathematics because they are not always set work at the right level in lessons.
- Pupils from minority ethnic backgrounds generally make good progress, but very occasionally a few make less progress because they have additional learning needs, which are not always well supported in lessons. Pupils who speak English as an additional language make at least good and often outstanding progress as a result of the additional support given to them outside of lessons.
- The most able pupils generally make good progress; the number reaching the higher levels in reading, writing and mathematics are above average. Occasionally, they do not make as much progress as possible in reading and writing, when work is not challenging enough.
- Pupils' scores in the Year 1 linking sounds and letters (phonics) check in 2012 was just above average but dipped in 2013 to just below the national average. The school has tightened up the monitoring of children's reading levels as they leave Reception in order to help pupils when they move into Year 1 and they have established ability groups at the end of Reception and in Year 1 for the teaching of phonics to raise pupils' scores in this phonics check.
- Inspectors found the teaching of phonics to be good and pupils' phonic skills to be improving but agreed with school leaders that pupils did not always get enough opportunities to apply these skills in extended writing.

### The quality of teaching

is good

- Pupils say that the best thing about the school is the learning and the help that teachers give them, and parents rightly believe that teaching is good.
- 'Learning walls' provide pupils with good opportunities to share what they have found out.

Through these and well-organised displays, teachers create a positive climate for learning.

- Classrooms are orderly and activities are well organised. Most teaching provides pupils with good opportunities to work at the right level, so that tasks build on pupils' prior learning and pupils make good gains in their knowledge and understanding.
- Teachers mark pupils' work regularly. Comments in marked work celebrate pupils' achievements and guide them on how to improve. Because of these, and new individual targets in writing books, pupils understand what they need to do to move forward in their learning. Pupils reported that they sometimes make spelling corrections in their work and this also helps their skills to develop.
- Over time, pupils learn to set work out properly, in date order. They learn how to write clearly and legibly, with increasing control, accuracy and creativity. They learn also to solve everyday problems in mathematics, and to carry out calculations using a range of methods and using one, two or more digit numbers. They also learn about different landmarks and places in geography and about the properties of materials in science, making good gains in their knowledge and understanding.
- The best teaching enables children and pupils to make rapid gains in their knowledge and understanding. For example in a Reception class, children learnt a lot because activities were extremely well planned and helped to develop children's skills exceptionally well. They had excellent opportunities to investigate how to write, construct models and to find out about technology and materials. They were well supported by adults' skilful questioning and were given work that was challenging so that their understanding developed quickly.
- Occasionally, where teachers go over material that pupils already understand or where work is too easy or occasionally too hard, pupils do not learn as much as possible.
- While many pupils enjoy writing and were keen to show off their writing skills, work in pupils' books indicated that they do not always get enough opportunity to apply their knowledge of letters and sounds through writing at length. As a result progress in writing over time is less strong than in reading and mathematics.
- A home–school link diary is used very effectively by teachers as a tool to communicate with parents. In this, teachers set appropriate homework which enables pupils to build on what they have learnt in school and this contributes well to their good learning and progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils have positive attitudes to learning and because of this they make good progress. The vast majority of pupils are attentive and work hard in lessons.
- Pupils say that they enjoy attending school because they enjoy learning and because 'pupils get along well'. They enjoy competing for attendance trophies and stickers.
- Pupils reported that behaviour is typically good in lessons, although occasionally one or two pupils 'mess around in the middle of a lesson'. They said that behaviour around the school was 'really good'; responses from parents and staff confirm that this good behaviour is usual.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe at school because the 'gates keep you off the main road' and teachers help to keep them safe. They know how to keep themselves safe when travelling to school, cycling and when using the internet.
- Pupils have a clear understanding of what constitutes bullying and understand about different forms of bullying such as cyber and racist bullying. They report that bullying is rare yet sometimes people are 'mean' or 'rude'. School records of bullying confirm that incidents are few.
- Pupils have a good understanding of right and wrong and recognise the consequences of pupils misbehaving. Pupils' attendance has improved and is now above average; there have been no permanent exclusions of pupils in the past few years.
- The school keeps careful records of incidents in the playground and has analysed these extremely well. While leaders track pupils' behaviour in the playground closely and keep a careful eye on pupils' behaviour they are only just formalising the way in which they record and analyse behaviour in lessons.

- The vast majority of pupils are friendly and polite, and the school is a welcoming, caring community. Behaviour is not yet outstanding because in lessons where teaching is less strong, pupils do not always behave as well as possible, and pupils report that one or two individuals are sometimes 'naughty'.
- Almost all parents who responded to the online Parent view survey, and all parents who were spoken to, indicated that their children feel safe in school and all parents said that their children are happy at the school.

## **The leadership and management** are outstanding

- The headteacher is an excellent role model for staff and pupils. Staff report that leadership is shared. As a result, school staff are committed to ensuring that pupils achieve well. The headteacher is extremely well regarded by parents and staff; almost all parents believe that the school is well led and all parents would recommend the school to others.
- Pupils' attainment has risen to significantly above average, since the previous inspection, and in spite of staff changes and absences last year, the headteacher, alongside senior leaders, has ensured that the overall effectiveness of the school is good. The dip in attainment in reading last year is being vigorously tackled so that attainment in reading is on track to be at least above average for Year 2 pupils this year.
- Effective staff training on higher-order thinking, reading and writing alongside strong partnership activity with universities, businesses and other agencies mean that staff are extremely well supported and pupils benefit from this in their learning.
- Leaders' monitoring of teaching is effective in recognising strengths and areas for development so that they have succeeded in building on the good teaching and achievement seen when the school was previously inspected.
- Leaders' evaluations of school performance are rigorous and accurately identify key strengths and areas for development, which inform exceptionally well-planned actions. These are carefully aligned to the school budget and provide achievable milestones which named personnel oversee.
- Middle leaders' skills are developing as a result of coaching and additional support which the school has brokered from the local authority, in addition to the light-touch support it offers. Senior leaders recognise that less experienced middle leaders need to develop how to use assessment information rigorously, and have identified this as an area for development.
- The school provides topics with a broad and balanced range of subjects. Pupils are given many opportunities to work together, learn right from wrong and to take part in cultural and sporting activities. Alongside educational visits to places such as St Paul's Cathedral, these have a positive impact on pupils' enjoyment and development.
- Leaders have used additional sport premium funding extremely well to pay for coaches from Chelsea Football Club to enhance training for staff as well as to offer a wider range of sports and are starting to look at the positive impact of funding on pupils' health and well-being.
- Parents are extremely satisfied with the work of the school and are kept exceptionally well informed about their children's progress and development through highly effective home-school link diaries, parent meetings and an extremely informative school website and learning portal.
- The school is a friendly and caring community. While there are a few differences in the achievement of a small number of pupils and their peers, equality of opportunity is well promoted and discrimination is not tolerated.
- **The governance of the school:**
  - The governing body is excellent. It supports and challenges the school exceptionally well, ensuring that every governors meeting closes with the question 'What have we done this evening to benefit the children?' The expertise of the governing body has improved and informs governors' links with subjects or areas within the school. They take an active part in the school's 'Vision day' and contribute to the school's rigorous self-evaluation. Governors have an accurate understanding of achievement and quality of teaching, the school's strengths and key priorities. They ask searching questions, for example, about the achievement of pupils

supported through the pupil premium. The governing body oversees the school’s finances well and has clear oversight of performance management of staff and of any rewards for good teaching. It ensures that safeguarding meets requirements.

## 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

<b>Unique reference number</b>	124981
<b>Local authority</b>	Surrey
<b>Inspection number</b>	431442

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Redfern
<b>Headteacher</b>	Hilary Salter
<b>Date of previous school inspection</b>	25–26 February 2009
<b>Telephone number</b>	01293 782263
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