

St Paul's CofE Infant School and Surestart Children's Centre

East Ring, The Cardinals, Tongham, GU10 1EF

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership and management by the headteacher, who is well supported by all staff and governors, mean that there has been good improvement in the quality of teaching and in pupils' attainment since the previous inspection.
- Pupils make good progress and achieve well across the school. Attainment has been rising and is now above average by the end of Year 2.
- Good teaching meets the needs of pupils well. Teachers plan work that is interesting and engaging and moves pupils' learning on quickly.
- Pupils love coming to school. They behave well and feel safe. They have good manners and work hard in lessons.
- The school provides pupils with many memorable experiences through visits and clubs and teaches them important values such as trust and respect for others.
- Improvement is based on leaders' good understanding of the school's strengths and weaknesses because all teachers take an active role in checking the quality of provision.
- Parents and carers are very pleased with the work of the school. The school involves them well in their children's learning.
- Excellent partnerships with other schools and the children's centre contribute significantly to the school's success.

It is not yet an outstanding school because:

- While pupils' progress in writing is mostly good, it is less consistent than in reading and mathematics. This is because there are missed opportunities in lessons to make more rapid improvements in pupils' writing skills.
- The outdoor area in the Early Years Foundation Stage is too small. This restricts how well it can be used to support learning.

Information about this inspection

- The inspector observed 10 lessons, six of which were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, with members of the governing body, with members of staff and with a representative from the local authority.
- The inspector took account of the 39 responses to the online questionnaire (Parent View). He also talked to some parents and carers individually at the end of the school day.
- The inspector observed the school's work and looked at a number of documents, including the school's own information about pupils' learning and progress, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.
- The inspector analysed 13 questionnaires from staff.

Inspection team

Mike Capper, Lead inspector

Additional Inspector

Full report

Information about this school

- This smaller than average-sized infant school has three classes. Pupils in the Early Years Foundation Stage are taught in the Reception class.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils supported by the pupil premium (additional government funding given to the school for specific groups of pupils including those known to be eligible for free school meals and children who are looked after by the local authority) is below average. Only a small number of pupils are supported by the pupil premium.
- The children's centre which shares the school site is managed by the governing body. It was inspected in May 2012.
- On-site daycare provision and breakfast and after-school clubs are managed by an external provider and were not inspected.

What does the school need to do to improve further?

- Ensure that progress in writing is consistently good by giving pupils more opportunities to practise their writing skills in lessons and throughout the school day.
- Develop the outdoor area in the Early Years Foundation Stage so that there is enough space for activities to take place without children hindering one another.

Inspection judgements

The achievement of pupils

is good

- When children start school, only a minority are showing a typical level of development for their age. From these low starting points, pupils make good progress. Pupils' attainment has been rising for the last three years. It is above average by the end of Year 2, with 2013 national assessments the best ever for the school.
- In the Early Years Foundation Stage, children learn quickly. They soon develop early reading skills, beginning to recognise the sounds that letters make and retelling stories in their own words. They count accurately up to 10 and copy simple patterns using beads. Children's personal skills improve well, although a lack of space in the outdoor area sometimes makes it difficult for children to learn to cooperate or to work independently.
- In Years 1 and 2, pupils develop a love of reading and talk enthusiastically about books that they enjoy. They have a good knowledge of phonics (letters and the sounds that they make) and confidently 'sound out' new words when reading. In the national phonics screening checks at the end of Year 1, the school has reached or exceeded national averages for the last two years.
- In mathematics lessons, pupils add and subtract accurately. More-able pupils make good progress, especially in numeracy lessons where they are challenged to think like mathematicians, for example, by describing the properties of three-dimensional shapes.
- In both Years 1 and 2, pupils' progress in writing, while mostly good, is less consistent than in reading or mathematics. Although pupils are enthusiastic about writing, there are sometimes missed opportunities to help them to make more rapid improvements in writing skills.
- Disabled pupils and those who have special educational needs make good progress. They achieve well and many reach at least the nationally expected Level 2 by the end of Year 2.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Funding provides good quality individual support where needed and ensures that these pupils make the same good progress as others.

The quality of teaching

is good

- Good teaching ensures that all pupils learn quickly. Teachers have very good relationships with their pupils and manage their behaviour well. They plan work that successfully meets the needs of different pupils, including the more-able, ensuring a good level of challenge for all groups.
- Disabled pupils and those who have special educational needs are taught well. Pupils who are struggling with reading are given high-quality support by a skilled specialist teacher, and this helps them to catch up quickly.
- In the Early Years Foundation Stage, adults help children to settle quickly at the start of the year. Work is planned carefully both indoors and outdoors, taking good account of what children already know, so that there is the right level of challenge for all. When working with children in groups, adults use questioning well to move learning on.
- The Early Years Foundation Stage outdoor area is used well to allow children to explore their own ideas by, for example, acting out stories or mending cars in the 'garage'. However, the area is small and when a large number of children work outside, learning suffers because adults have to manage their behaviour rather than focus on teaching them. This hinders the quality of learning at these times.
- In Key Stage 1, work is consistently fun and engaging. There is a good pace to learning because teachers expect pupils to work quickly and they make clear to them what they are expected to learn.
- Early reading and mathematics skills are taught systematically in Years 1 and 2, with modern technology being used very efficiently to allow pupils to practise and improve their skills throughout the day. However, when teaching writing, teachers miss opportunities to move

learning on more quickly. For example, just occasionally in some literacy lessons, pupils spend too long on activities, such as drawing or exploring outside, that do not promote writing skills well enough.

The behaviour and safety of pupils are good

- Parents, carers and pupils agree that behaviour is typically good. The many smiling faces seen in school each day are a testament to pupils' thorough enjoyment of school. One pupil summed up the views of others by saying 'Every day is different' and 'We are always learning something new.'
- Pupils behave well. In lessons, pupils' behaviour is only rarely less than good, although just occasionally some get overexcited and do not settle quickly enough to their work. In the Reception class, children behave sensibly all of the time, but they sometimes find it hard to cooperate or to share when working independently in the outside area due to a lack of space.
- The school has effective arrangements for promoting good behaviour. Pupils like the rewards system and are clear about the consequences of 'being naughty'. Access to a counsellor or a support group outside school is effective in helping those with behavioural difficulties to improve their social skills.
- The school promotes equality and tackles discrimination very effectively. There is a delightful atmosphere in the playground with pupils from different backgrounds playing together happily, and looking after each other. The school has used the pupil premium well to ensure that eligible pupils are able to take part in all activities and to improve attendance to the above average levels reached last year.
- Pupils feel very safe. They say that there is no bullying and occasional 'falling out' is tackled well by staff. They talk knowledgeably about stranger danger and, for their age, have a secure understanding of how to use the internet safely.
- There is a good emphasis on encouraging healthy lifestyles and promoting pupils' well-being. Pupils are provided with healthy drinks at the start of the day, and are encouraged to eat healthily at lunchtime. Pupils enjoy physical activity in lessons and at playtimes. The school has audited its sports provision and has good plans to use the new primary sports funding (additional government funding to support the development of school sports) to improve it further by accessing different sporting activities and improving the skills of teachers.

The leadership and management are good

- Good leadership and management ensure that the school continues to move forward quickly. Leaders do not accept second best for the pupils and they are doing the right things to iron out the remaining, relatively minor, areas for improvement. The local authority provides light-touch support for this good school.
- Leaders are very clear about what they need to do next, although this is not always reflected clearly in written development planning which does not show in enough detail how success in meeting targets is to be measured.
- Nonetheless, systems for checking the work of the school and the quality of teaching are thorough. All teachers are involved in observing lessons and they analyse data on pupils' progress to see where additional support may be needed. Where dips in attainment are identified the school reacts quickly. For example, last year the school was concerned that not enough girls were reaching the higher levels in mathematics. It responded successfully to this by introducing weekly numeracy lessons where boys and girls were taught separately.
- The school's partnerships with others make a very strong contribution to its success. Skills and training are shared with other local schools, and children who have behavioural difficulties have easy access to a support group that is managed by the headteacher. Links with the children's centre ensure the early involvement of parents and carers in the life of the school, helping to

break down barriers to learning.

- The rich and varied curriculum (subjects and topics taught) greatly enriches pupils' learning and contributes effectively to their spiritual, moral, social and cultural development. For instance, there is a successful focus on teaching pupils to respect each other and to show concern for those less fortunate than themselves.
- **The governance of the school:**
 - Members of the governing body have used training well to improve their skills. They visit school regularly to check the quality of provision and are provided with a wealth of data about pupils' progress by the headteacher. Together, this information has helped governors to gain a clear understanding of how well the school is performing in comparison to others. The use of the pupil premium is checked carefully, although this information is not yet published on the school's new website. Governors know about the quality of teaching and how it has improved, and they ensure that only good teaching is rewarded financially. Procedures for safeguarding pupils meet 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

Unique reference number	125148
Local authority	Surrey
Inspection number	426617

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Rebecca Kite
Headteacher	Sue Brown
Date of previous school inspection	24–25 September 2008
Telephone number	01252 400222
Fax number	01252 400224
Email address	school@tongham.com

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