

# Wonersh and Shamley Green Church of England Primary School

Guildford Road, Shamley Green, Guildford, GU5 0RT

**Inspection dates** 4–5 November 2014

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher, staff and governors work closely together in their pursuit of excellence in all of the school's activities. They have made sure that the school has continued to improve since the previous inspection whilst maintaining outstanding teaching and achievement.
- Behaviour, safety and pupils' attitudes to learning are outstanding. Pupils are exceptionally well motivated to learn and achieve to the best of their ability. They work hard and support each other very well.
- Attendance is well above average because children look forward to the exciting learning they have in school.
- The imaginative and vibrant curriculum gives pupils many memorable experiences, whether learning indoors, outdoors or in the forest. The latter makes a significant contribution to the excellent progress they make and their thirst for learning.
- Pupils' spiritual, moral, social and cultural development is exceptional because of the rich curriculum and the attention given to developing their understanding of core values such as respect and tolerance for others.
- Standards and progress in reading, writing and mathematics are well above the national average at the end of Year 2. They continue to rise.
- Teaching is consistently outstanding. Teachers have a very good understanding of the ways that children learn. They continually review and adapt the way they work and so they meet each child's needs very well.
- Teachers and non-teaching staff work well as a team to support pupils. A well targeted training programme supports staff's professional development. This contributes well to continuing improvements in the quality of teaching.
- Children get off to an excellent start in Reception. They make rapid gains in the qualities and skills that enable them to learn successfully when they enter Year 1.
- The school has strong relationships with parents and carers. They are extremely supportive of the many opportunities they have to engage with their children's learning and development. Almost all say their child is happy at school.
- The school has managed the expansion from being an infant school extremely well. Smooth transition for all pupils, many new to the school, has meant that pupils in Years 3 and 4 have settled quickly and are making excellent progress.
- Governors provide excellent support and challenge. They have a comprehensive understanding of all aspects of the school and maintain a strong focus on how to keep improving it.

## Information about this inspection

- The inspector observed parts of nine lessons, three of which were joint observations with the headteacher.
- The inspector heard pupils read. The inspector visited assembly and observed pupils at break and lunchtime.
- Meetings were held with staff and the school council. Additional meetings were held with the Chair of the Governing Body and six other governors and a representative from the local authority. Informal discussions took place with parents before school.
- The inspector observed the school's work and examined a range of documentation that included national assessment data, the school's assessments of achievement and teaching, its evaluation of its work and development plan, minutes from governing body meetings, pupils' work, reports from professionals outside the school and information about attendance, punctuality and behaviour.
- Policies and procedures for the safeguarding of pupils were examined, including the single central register.
- The inspector took account of 72 responses to the online questionnaire, Parent View, and 17 responses to the staff questionnaire.

## Inspection team

Helena Evans, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school in which most of the pupils are White British.
- The proportion of disadvantaged pupils supported by pupil premium funding is lower than the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and the few looked after children in the school.
- The proportion of disabled pupils and those who have special educational needs supported is below the national average. The number of pupils identified as having special needs is rising.
- The headteacher was appointed in 2010. Her senior leader was also appointed in 2010.
- The school, previously an infant school, is expanding into a primary school and is expected to be teaching the full primary age range from 2016.
- The school has not yet had national tests for 11-year-olds, so no comparison can be made with the government's national floor standards.
- Pupils are taught in single-age classes in Years 1 to 4. Children are taught separately in the Reception class which they attend on a full-time basis.
- In order to accommodate the growing number of pupils, there have been extensive building works since the previous inspection. A new school hall and a Key Stage 2 block have been added to the existing site. The Key Stage 2 accommodation includes four classrooms and additional spaces to teach art, design and technology.
- The school was inspected under what is known as a Section 48 inspection in June 2014. The school was judged as outstanding.

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

- Ensure that the school maintains its excellent provision and levels of achievement as it grows to full capacity as a primary school.

## Inspection judgements

### The leadership and management is outstanding

- The headteacher leads the school with a passion and determination to provide the best possible experiences for the pupils. Her ambitious vision is shared by all the staff. They work well together to ensure that pupils excel in all they do and are well cared for. Questionnaires returned by staff were overwhelmingly positive. As one said, 'The staff wholeheartedly support each other. This makes this a wonderful and happy place to work in.'
- Subject leaders have a high level of expertise. Together with the headteacher and senior teacher, they have achieved consistently effective practice across the school. The school works closely with a local partnership of schools which enables further sharing of good practice and ways to improve teaching.
- The school has an accurate view of the progress pupils make. All staff are held to account for the quality of their teaching and for pupils' progress. These judgements support the management of staff performance. Decisions about teachers' pay are closely linked to pupils' success.
- The school focuses very effectively on developing pupils' skills in reading, writing and communication. Key priorities are identified quickly and staff work as a team to ensure that any new initiatives are implemented. As a result of an increased focus on developing writing, the school has successfully closed the gap between this subject and mathematics and reading. Recently introduced teaching programmes to develop spelling and punctuation in Key Stage 2 have ensured that pupils build on the skills they learnt in Key Stage 1 and continue to make very good progress.
- The school has fully implemented the revised National Curriculum. New topics have been imaginatively incorporated into the school's established plans. These are enriched by an extensive programme of trips, events and visitors to the school, as well as theme weeks which take place three times a year. During the inspection the theme for the week was 'a 100 years ago'. Pupils were immersed in a range of activities to develop their understanding of the different aspects of the First World War.
- The curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development, preparing pupils well for the next stage of their learning and experiences of later life in modern Britain. Well established links with schools in London and Ghana, and a growing partnership with a school in China, help to broaden pupils' awareness of life beyond their village.
- Pupil premium funding has been used wisely, for example to fund additional staff in order to enable small group work. This has helped to ensure that the few pupils to whom it applies accelerate their progress and develop secure skills, particularly in reading and writing.
- The school is making very good use of the primary school sport funding. It has generated an increase in the range of activities offered and opportunities for pupils to be taught by specialist coaches. Teachers work alongside physical education specialists to improve their own teaching skills. Pupils are keen to take up different sports and many participate in the wide range of after-school clubs. The school continually finds ways to increase the facilities that pupils can use. A recent, successful bid for lottery funding paid for a new multi-activity centre which children much enjoy using.
- The school has fostered strong partnership with parents and carers. They have very positive views about the school and are delighted with the quality of education it provides for their children.
- Leaders and governors promote quality of opportunity very successfully. There is no discrimination in the school. Pupils' needs and interests are met extremely well, which is reflected in their enthusiasm for learning, good relationships and the sustained high standards of achievement for all pupils in all subjects.
- The local authority has positive links with the school, knows its strengths well and provides light support.
- **The governance of the school:**
  - Governors are highly effective. They make a strong contribution to the excellent quality of education the school provides. They are committed to their role and bring a wide range of relevant skills and expertise which they use effectively to support and challenge all aspects of the school's performance.
  - Governors are kept up to date through regular training. They know the school well because they have a comprehensive programme of monitoring and visit the school frequently. Governors make talking to pupils and working with staff a high priority.
  - Governors have a clear understanding of the school's results and how they compare to schools nationally. They monitor the quality of teaching and its link between salary progression and teachers' performance. They have a thorough understanding of the school finances, including the pupil premium and the primary sport funding. They check that these have been targeted effectively to raise pupils' achievement and support their well-being.
  - Governors ensure that safeguarding arrangements meet statutory requirements.

**The behaviour and safety of pupils****is outstanding****Behaviour**

- The behaviour of pupils is outstanding. Pupils are polite, friendly and articulate and very welcoming to visitors. Pupils enjoy being in school and talk enthusiastically about their learning.
- Pupils are very keen to learn. They work well in groups, take turns and help each other so everyone is included. Their books show that they take pride in their work. This is particularly noticeable in the care given when completing their homework logs, which are impeccably presented.
- The school lives out its values which are at the heart of everything it does. Assemblies reinforce these messages very well and, as a result, pupils look after each other sensitively. They are respectful of each other, adults and visitors.
- Routines for behaviour are well established. Pupils' good understanding of these are reflected in their exemplary behaviour in classrooms, lunchtime and playtime. The youngest children are given very good support and guidance in understanding expectations for good behaviour and safe working habits. They have settled well in school and this is helping them to make at least good progress in their learning.
- The vast majority of parents and carers agree that all staff manage pupils' behaviour very well.
- Pupils are regularly involved in community events and have good links with local organisations and the school's local churches. They regularly support those who are less well off than themselves through a range of charitable activities.
- School council members are elected democratically and given the chance to have a say in bringing about improvements in, for example, playground equipment or healthy eating at snack time. Children spoken to say they are very proud to represent their fellow classmates in this way.

**Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel very safe in school and that they know who to turn to if they have a problem. They learn to take responsibility for themselves. Year 4 pupils, preparing to go on a learning adventure in the forest, talked confidently about what they needed to do to ensure they kept themselves and each other safe. Parents and carers agree that their children are happy, and that the school looks after them well.
- Pupils learn how to stay safe through well-planned activities and assemblies. They told the inspector that bullying is rare. They recognise the different forms of bullying and understand what action to take if they are being bullied and what to do to keep safe when using the internet.
- Pupils learn about different faiths and values and this helps them develop an awareness and understanding of the diversity of modern Britain. They understand the importance of being tolerant to those who do not share the same beliefs and lifestyles.

**The quality of teaching****is outstanding**

- Excellent relationships between adults and pupils promote enthusiastic children with positive attitudes and the confidence to take risks and try things without worrying about getting them wrong. Teachers have consistently high expectations of pupils' learning and behaviour.
- Teachers create stimulating, relevant and purposeful activities so that children become confident and eager learners. Teachers know their pupils well. Lesson plans evolve from teachers' accurate assessments of pupils' abilities and progress. Teachers are skilled at giving time for pupils to acquire skills and knowledge before they do activities that deepen and challenge their thinking and problem-solving tasks.
- Teachers plan lessons so that pupils can collaborate, negotiate and share their thoughts. Pupils work with each other very well. For example, pupils in one class were given a short time to work in groups to prepare and then present a television news broadcast based on Remembrance Day; they did this extremely well, having pooled and prioritised their ideas.
- Writing is taught exceptionally well. Pupils systematically master the basic skills of grammar, punctuation and spelling. They use these writing skills for different purposes, often making links with other subjects or drawing upon their previous learning. They are encouraged to talk about a topic before they start their writing, which strengthens their ideas and confidence to start writing.
- Pupils frequently take part in practical work or observe relevant video clips that act as prompts for writing. For example, Year 1 pupils acted out being a war-damaged building and Year 3 pupils watched a cartoon story of a soldier's life in the trenches. This helped them develop a bank of ideas and exciting vocabulary

that they then used for their writing.

- The teaching of mathematics secures excellent outcomes for pupils. Learning is supported well through a well-considered range of resources and time for pupils to apply their knowledge to problem solving. Pupils in Year 2, for example, used their knowledge of place value to recreate a 100 square on the playground using large number tiles.
- Teachers make sure that pupils know their targets. Marking and feedback are good and pupils say they are helpful. Every day, pupils have time to reflect on their learning. Teachers question pupils well, which helps them to check their understanding and progress so that future lessons challenge pupils of all abilities at the right level.
- Teachers cater for the most able pupils well. Tasks are adapted for them and there are many opportunities for these pupils to investigate and try out their ideas, for example writing things for the school newspaper. Standards for this group of pupils have continued to improve.
- Teaching assistants are skilful and sensitive to pupils' particular learning needs. They are a valued part of the teaching team. They work well with teachers to provide a very good level of support for all pupils, including disadvantaged pupils and those who have special educational needs. Progress regularly exceeds expectations and the majority of these pupils achieve at least the nationally expected standards.

### The achievement of pupils

is outstanding

- Children are prepared very well in Reception for the start of Year 1. They join the school with skills that are typical for their age. They make rapid progress and achieve very well as a result of well planned activities and skilled teaching. An increasing number makes a good level of development in all areas of learning, and the proportion of pupils who exceed expectations is high.
- Pupils' knowledge of phonics (letters and the sounds they make) is very good. The proportion of pupils who meet the expected levels is higher than the national average, and 2014 outcomes were even better than in 2013.
- Pupils' achievement at the end of Year 2 has been well above the national average for several years, and sustained since the previous inspection. Traditionally, results have been stronger in mathematics and reading than in writing. The school's tracking data show the gap has closed for the majority of pupils in each year group. Pupils are now making the same excellent progress in writing as they are in mathematics and reading.
- These improvements are due to initiatives to provide more time for pupils to develop their early literacy skills and immerse themselves in writing. The rich opportunities provided by the forest clearly spark pupils' imagination and creativity. This was demonstrated by very imaginative stories written by Year 2 children telling the story of an ant who was lost in the woods and tried to find his colony.
- The school's tracking shows that the majority of pupils in Years 3 and 4 are working at the expected levels for their age, with a significant majority above expected levels. Progress for all pupils continues to be at least good, and mostly outstanding, in all subjects.
- The most-able pupils achieve highly. An increasing number achieve higher standards than expected nationally, and these pupils make outstanding progress from their starting points at the end of Year 2 and in subsequent years.
- Across the school, additional funding is used effectively to ensure that disadvantaged pupils make progress that is at least as strong as that of other pupils. No comparisons can be made yet with pupils nationally as no pupils have taken national tests in Year 6.
- Disabled pupils and those with special educational needs make very good progress from their starting points and achieve well. As a result, they catch up from their low starting points to reach the standards they should. This demonstrates the school's commitment to ensuring equality of opportunity.

**The early years provision****is outstanding**

- Children settle quickly into Reception because of the high quality care and clear routines which are in place to support them. Children have a very good understanding of routines. They move quickly and sensibly from the carpet where they learn about sounds and letters, for example, to different activities that help them to practise the new sound of the day.
  - Parents are fully involved in making their child's start at school as smooth as possible. They attend meetings and can spend time in school before their child starts. This engagement with their child's learning continues; the school runs workshops on different areas of the curriculum so that parents and carers can support learning at home.
  - Outstanding teaching over time ensures that activities are interesting and adapted to meet children's needs. Staff encourage children to follow their interests; this means that children enjoy and engage in their learning and make outstanding progress. This was observed when some children designed and built a marble tunnel from guttering. Later in the day, they enjoyed making further improvements to their design by adding a bucket so they did not lose the marbles. They showed good levels of concentration and independence in completing the task they had set for themselves.
  - Children's language and communication skills develop well because of the focus given to regular opportunities to share books, practise their letter formation and learn the sounds that letters make. As a result, children are becoming confident early readers. Adults engage children in conversation and effectively question them about their learning. This develops children's speaking and listening skills and extends their vocabulary. Children achieve high standards.
  - Assessment is comprehensive and includes a wide variety of activities. Assessments are checked and evaluated regularly with outside agencies to ensure judgements are accurate.
  - The early years team is led and managed very effectively. As well as ensuring that children learn well and make good progress, adults pay very good attention to checking that the Reception environment is safe and that children's health and well-being are promoted.
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## 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>	125202
<b>Local authority</b>	Surrey
<b>Inspection number</b>	447768

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

<b>Type of school</b>	Primary
<b>School category</b>	Aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Debbie Sellins
<b>Headteacher</b>	Tess Trewinnard
<b>Date of previous school inspection</b>	10 June 2008
<b>Telephone number</b>	01483 892345
<b>Fax number</b>	No fax
<b>Email address</b>	admin@wsg.surrey.sch.uk

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