

St Giles' Church of England (Aided) Infant School

Dene Road, Ashted, Surrey KT21 1EA

Inspection dates

20–21 January 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Since the previous inspection, the headteacher, senior teachers and governors have relentlessly focused on improving teaching and pupils' outcomes. As a result of their very effective actions, teaching, learning and assessment and achievement have significantly improved and are now outstanding.
- From their starting points, pupils, including disadvantaged pupils and those with special educational needs, make rapid progress in their learning. Pupils achieve exceptionally high levels of attainment in reading, writing and mathematics by the end of Year 2.
- Teachers use their information from assessing pupils highly effectively, so that work is challenging and matched precisely to pupils' varying needs. Lessons are continually adapted to ensure that pupils fully understand their learning.
- Pupils' personal development is at the heart of all that the school does. This is reflected in high-quality care for the pupils, which ensures they feel very safe.
- Pupils enjoy their lessons; their learning genuinely excites them. They form excellent relationships with their teachers, behave impeccably well and work hard to improve their work as a result.
- The innovative curriculum captures pupils' interests and fires their imagination. It is extremely engaging. Consequently, pupils demonstrate outstanding attitudes to learning. Governors know the school very well. They have rightly focused on making sure that all pupils, regardless of ability, achieve the very best that they can.
- The school successfully promotes pupils' spiritual, moral, social and cultural development, reflecting the school's strong Christian ethos.
- Parents show high levels of support for the school.
- As a result of effective leadership, provision in the early years is improving securely. Children's learning gets off to a good start due to good teaching. However, early years provision is not yet outstanding. Opportunities to develop children's learning through activities which they can choose for themselves are still not fully developed.

Full report

What does the school need to do to improve further?

- Further improve the quality of the activities that are provided for children to choose for themselves in the early years, so that they can develop more independence in their learning.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher provides very strong leadership. This, along with the highly effective support of senior staff and governors, has ensured that the school has improved rapidly since the previous inspection. The drive and determination of the whole-school community to achieve the very best outcomes for pupils and to continually seek further improvement are impressive and are a driving force behind the school's success.
- Leaders have rightly focused on improving teaching by working closely with individual teachers to tackle their specific aspects for improvement. They have successfully developed a culture of high expectations for pupils, so that the progress that pupils are making accelerates and the amount of work increases.
- Leaders' rigorous focus on improving teaching has ensured that pupils now achieve substantially higher than average outcomes in reading, writing and mathematics by the time they leave the school.
- Leaders have excellent systems in place to check how well teaching is meeting the individual needs of pupils. Checks on teaching are frequent and accurate. Following each lesson observation, leaders give teachers detailed feedback. Points for improvement are the focus for future observations.
- The headteacher has devolved responsibility to senior teachers and curriculum coordinators. Through useful training and coaching, with the support of the local authority, middle leaders are very effective. They have had a considerable impact on improving teaching and the outcomes which are now outstanding. In rigorous discussions with teachers, they analyse assessment information and identify pupils who should achieve more and ensure that provision is swiftly adjusted so that all pupils achieve as well as they can. Leaders' actions to further improve the early years provision are already paying dividends. They are now clearly focused on extending the range of opportunities for children to learn through choosing activities for themselves.
- Leaders successfully promote British values, complementing the school's Christian ethos. As a result, pupils demonstrate tolerance and treat each other with respect, from early years through to Year 2. The school effectively identifies ways to bring other aspects of British values to life. Pupils speak enthusiastically about 'Monarchy Day', when they shared and celebrated the Queen's diamond jubilee and the signing of Magna Carta.
- Leaders have created a curriculum that meets the needs of the pupils exceptionally well. Through a wide range of interesting topics, teachers capture and develop pupils' interest and imagination. Pupils initially identify what they would like to learn more about and, as new areas of learning emerge, teachers skilfully modify tasks to extend pupils' understanding. Woven through each topic is the opportunity for pupils to write for a range of audiences and purposes.
- The curriculum is enriched and enhanced by a good range of experiences, such as visits from the police and a vet in early years. In Key Stage 1, pupils go on school trips and have special focus days, such as e-safety day. In addition, there are a good range of extra-curricular activities that are on offer, including sports clubs and creative clubs.
- Opportunities within the curriculum to promote pupils' spiritual, moral, social and cultural development are plentiful. Examples of this include listening to peers explain why the Hindu festival of Diwali is so important to them or reflecting on why forgiveness is a fundamental aspect of the school community.
- The school is appreciative of, and has benefitted from, good quality training and advice received from the local authority and diocese.
- Parents show extremely high levels of support for the school. It is evident through discussions that parents rightly have a great deal of trust in the headteacher. They appreciate the high levels of care and say that the school responds effectively to their concerns. Of the parents who responded to Ofsted's online questionnaire, Parent View, all said they would recommend the school.
- **The governance of the school**
 - Governance is very effective in gaining the highest possible outcomes for pupils. Governors are very proud of the school and appreciate the high priority given to pupils' personal development. They know the school extremely well and have a clear understanding of strengths and areas for development. Leaders present the governors with high-quality, detailed information about how much progress pupils are making. As a result, the governors effectively challenge leaders, with a particular focus on progress for individuals and groups of pupils. Governors have a high level of ambition for pupils and this, together with the successful monitoring of teaching, has resulted in the sustained and improved outcomes achieved by pupils.

- Procedures for staff appraisal are robust, transparent and extremely effective. Governors have established clear links between teachers' performance and pay decisions, including what impact they are having on the development of the school. Additional funding for pupils eligible for the pupil premium is spent wisely, ensuring that this small group of pupils achieve as well as other pupils in the school. The primary school physical education and sport funding is spent effectively on developing teachers' skills and providing greater opportunities for pupils to participate in after-school sports activities.
- Arrangements for safeguarding are effective. Measures to keep pupils safe are thorough and very detailed. There are excellent procedures in place to ensure the single central register is fully compliant, with regular checks undertaken by a nominated governor. The vetting and application procedures for the appointment of new staff are meticulous, with stringent checks in place at every stage. Clear policies and procedures regarding child protection are communicated and adhered to rigorously, and all governors receive appropriate training in keeping pupils safe.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching has substantially and continually improved since the previous inspection and is now outstanding.
- Teachers have excellent subject knowledge in a wide range of subjects across the curriculum. They plan lessons that are interesting and highly engaging for pupils, promoting the school's vision, 'curious minds flourish'. As a result, pupils show high levels of motivation in lessons and learn exceptionally well.
- Teachers work hard to continually develop the quality and quantity of work pupils are expected to produce. They use questioning very effectively to challenge pupils' understanding and extend their learning. The use of 'talk partners' during lessons is a particularly effective strategy in further developing pupils' high levels of oracy, extending their skills of reasoning and enabling them to ask searching questions.
- Teachers effectively encourage pupils to play a full and active part in their learning, particularly in Year 1 and 2. Teachers skilfully draw individual pupils in so that they are fully involved in their lessons. Teachers have a 'What do you think?' approach that makes learning fun.
- The teaching of mathematics is extremely good. The whole-school approach, involving the practice of basic skills, application in problems and extension activities, is very effective. Work in pupils' books shows that teachers are challenging pupils of all abilities to find alternative ways of solving problems. Teachers provide many opportunities for pupils to apply their knowledge in less familiar settings. One example of this is when pupils, having practised how to add two-digit numbers, generated word problems that would lead them to the same answers. When learning about shape, teachers tell pupils the correct mathematical language to describe the properties of a simple shape then challenge them to identify the same properties in a more complex shape.
- The teaching of writing has shown sustained and significant improvement since the previous inspection, so that now pupils' attainment is very high. The well-planned and frequent opportunities for writing through topics help pupils to build stamina when writing longer pieces. This is supported well through the high-quality teaching of grammar and punctuation.
- The teaching of phonics is highly effective. Pupils are individually targeted to make sure they make secure and sustained progress. The teaching of phonics has been so successful that, in the last two years, every child that has left the school has met the required level in the national phonics screening check. Pupils use their excellent phonics skills well in their reading; 'I read every day in school and at home with my mum but I like phonics best' reflects a typical pupil comment.
- The teaching of reading is a real strength of the school, as illustrated by the very high levels of attainment at the end of Year 2.
- Expectations for all pupils are high, including for those who have special educational needs or are disadvantaged. Teaching assistants offer excellent help to pupils who need assistance, providing a balance of high-quality support and challenge to make sure they make the same progress as other pupils. Relationships between adults and pupils are excellent and this helps to motivate pupils to learn in lessons.
- Teachers' use of assessment is highly effective. They carefully adapt lessons to take account of the previous day's work, and extend pupils' learning in a personalised way. This was demonstrated well in a Year 2 class, when the teacher assessed pupils' accounts of the Great Fire of London and identified and regrouped specific pupils with the same learning needs.

- Marking is of high quality, thorough, consistent and well understood by the pupils. Verbal feedback is similarly effective. Pupils receive praise for good work, a focused comment to help them improve their work or a challenge to extend their learning. Teachers now expect the most-able pupils to respond in writing to show that they have understood and acted on advice.
- Teaching in the early years is good and is improving. The strong focus on the teaching of children's basic reading, writing and number skills, along with effective promotion of personal skills ensures that children's learning gets off to a good start and they are prepared well for learning in Year 1. However, opportunities to enable children to learn through activities that they can choose for themselves are still developing.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders and teachers successfully encourage all pupils to be kind, thoughtful, caring and hard-working. This is evident in the way in which pupils take care of and respect each other.
- Pupils share the school's strong sense of community, based on Christian values, but recognising and appreciating other beliefs and cultures. Pupils are extremely proud of their school and realise that the school is proud of them.
- Pupils, considering their young age, have an impressive understanding of how to stay safe. They understand the dangers of using the internet and have received training on how to cross the road safely.
- Pupils are exceptionally caring towards one another and older pupils particularly enjoy being 'buddies' to the new early years children; they take their responsibilities very seriously.
- Pupils are confident that there is no bullying. This supports the views expressed by parents and pupils who took part in the online surveys. St Giles' is a learning environment free from discrimination, a place where individuals can grow and flourish. One parent commented, 'My child was new to the school but he just loves it. The children, the teachers, just everybody has been so welcoming.'

Behaviour

- The behaviour of pupils is outstanding. Pupils have excellent manners, are extremely polite and very welcoming. They treat one another with respect, and behave equally well both inside and outside of the classroom.
- Behaviour in lessons is exemplary, reflecting very high levels of engagement and their impeccable conduct. This is also the case when entering the hall for assembly or when lining up while waiting for their lunch.
- Pupils enjoy coming to school, which is reflected in the above average levels of attendance. Pupils are genuinely excited by their learning opportunities and have outstanding attitudes to learning during lessons. This has an extremely positive impact on their learning.
- Parents, staff and pupils agree that the standard of behaviour at St Giles' is very high. This is because relationships at every level are so well developed. Right from when children start school in the early years, they are nurtured, encouraged and respected.

Outcomes for pupils are outstanding

- Pupils' achievement has improved significantly since the previous inspection. From their varying starting points, overall, pupils make substantial and rapid progress so that by the end of Year 2, pupils reach very high standards of attainment in reading, writing and mathematics.
- Children start in the early years with skills and understanding that are often higher than those typically found for their age. Teachers successfully build on these skills and children make good progress in all areas of learning. In 2015, the proportion of children who achieved a good level of development was above the national figure. This has securely improved over the last two years, indicating children's accelerating progress. This is particularly true for reading, where highly effective phonics teaching makes sure that children are ready for the learning expected in Year 1.
- Pupils achieve highly in the phonics screening check at the end of Year 1. In 2015, the proportion of pupils who met the expected level was above national figures. School data and inspection evidence shows that current Year 1 pupils are on track to achieve similarly well.

- In mathematics, pupils are challenged to think deeply about their work, through problem-solving activities and to justify their answers through reasoning. This helps pupils to produce work of a very high standard.
- Pupils read with fluency and expression, and demonstrate extremely positive attitudes to reading. They can describe not only a character in the text but also the emotions they display. Daily reading sessions are helping the few pupils who are behind in their reading catch up.
- Since the previous inspection, standards of attainment by the end of Year 2 have risen. In 2015, pupils' attainment in reading, writing and mathematics was exceptionally high compared to pupils nationally. These pupils were a whole school year ahead of other pupils across the country.
- School data and inspection evidence relating to the current pupils in the school indicate that pupils are expected to achieve similar results by the end of this academic year. Work in both English and mathematics books consistently show at least good progress in pupils' learning.
- Leaders have taken very effective action to improve outcomes for the most-able pupils. The proportion of pupils that achieve the higher Level 3 is significantly above average in reading, writing and mathematics. This group now make consistently good or better progress; many examples of outstanding progress are seen in writing and mathematics.
- The very small proportion of disadvantaged pupils, disabled pupils and those with special educational needs are making above average progress across all the subject areas and achieving similarly to other pupils in the school.
- Outcomes in subjects other than English and mathematics are equally high. The quality of pupils' artwork displayed around the school is testimony to this. Similarly, in a music lesson, a Year 1 child demonstrated excellent music ability through selecting and playing an appropriate instrument to reflect emotions that might have been experienced during the Great Fire of London.

Early years provision

is good

- Children settle well due to good induction procedures that include home visits, pre-school visits and afternoon story time, all of which take place before children start school. Parents particularly appreciate the school's efforts to make the transition from home to school as smooth as possible. Children enter the early years eager and ready to learn; they quickly get used to the routines and structure of the environment.
- Leadership and management of the early years are good. The early years leader and teachers have a good understanding of strengths and areas for improvement. Children make good progress because teaching is good. There is a clear emphasis on children's personal development and children are encouraged to experiment in their learning, take care of each other and build successful friendships.
- Activities are well planned; they stimulate children's interests and promote opportunities for developing their skills in all areas of learning. Writing opportunities are incorporated very effectively in every session. For example, following an enthusiastic discussion about everyday items which could be used to make a space suit, children wrote the list of items used, which included tin foil and a colander.
- Although, overall, children achieve well, the early years provision is not yet outstanding. The activities provided do not give children enough opportunities to develop their skills through activities they can choose for themselves and this sometimes restricts their ability to develop their independent learning skills. Teachers and leaders acknowledge this is an area for improvement and are already making revisions to the curriculum to remedy this.
- Children's attitudes to learning are outstanding; they behave very well, respond positively to the adults around them and are kind to one another.
- Safeguarding is effective. Parents went out of their way to say how pleased they were with the level of care their children receive when they start school. All welfare requirements are fully met, including the provision of a paediatric first aider. All staff are vigilant in ensuring the environment is safe.

School details

Unique reference number	125190
Local authority	Surrey
Inspection number	10002318

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Mrs Debra Beer
Headteacher	Mr Timothy Smith
Telephone number	01372 272017
Website	www.stgiles.surrey.sch.uk
Email address	info@stgiles.surrey.sch.uk
Date of previous inspection	14–15 November 2013

Information about this school

- St Giles' Church of England Infant School is a smaller than average size school.
- Most pupils are White British. The proportion of pupils who come from minority ethnic groups is low.
- The proportion of pupils for whom English is not believed to be their first language is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- All the children in the early years are taught together in one class, while pupils in Year 1 and Year 2 are taught in mixed-age classes.

Information about this inspection

- The inspector observed lessons in a range of subjects across the school, including five joint observations with the headteacher.
- Discussions were held with senior leaders, members of staff, representatives of the governing body, parents and a representative of the local authority.
- The inspector examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, school improvement planning, assessment information, monitoring of teaching, minutes of governing body meetings and local authority reports.
- The inspector spoke to pupils informally during the school day and observed them during playtime, lunchtime, and before and after school. The inspector also met formally with a group of pupils to discuss their learning and behaviour and safety. The inspector took account of the 24 responses from the pupils' online survey.
- The inspector heard several pupils read from Years 1 and 2.
- The inspector considered the views of parents through meeting a group of parents, together with 81 responses to the online questionnaire, Parent View.

Inspection team

Bill James, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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