

Inspection of a good school: Wonersh and Shamley Green CofE Aided Primary School

Guildford Road, Shamley Green, Guildford, Surrey GU5 0RT

Inspection dates:

25 and 26 April 2023

Outcome

Wonersh and Shamley Green CofE Aided Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are thriving in this ambitious and inclusive school. Teachers promise, and deliver, 'a learning adventure with kindness'. Pupils show compassion and respect every day. They are passionate that everyone is equal, and that nobody is left out.

Expectations are high, and met. Behaviour is positive. Relationships are warm and nurturing, positively modelled by leaders, teachers and staff. There is a happy and purposeful atmosphere in every classroom. Playtimes are joyful, with older pupils running 'fizzy fitness' activities for younger children.

Pupils enjoy a wide range of leadership roles as part of 'pupil parliament'. 'Committees' collaborate by debating issues to help improve the school for everyone. Pupils take the lead on well-being, reading, art, healthy eating, fundraising and sport. There is an important role for everyone, so every pupil can make a difference.

Sporting opportunities are impressive. Pupils frequently represent the school in festivals, competitions and house tournaments. These include dodgeball, netball, handball and athletics. Trips are memorable and meaningful. Leaders ensure that everyone is included, so disadvantaged pupils never miss out. Highlights include visits to castles, museums and residential activity centres. Year 6 pupils are buzzing with excitement about their water sports week, when they stay on a boat.

What does the school do well and what does it need to do better?

Pupils' achievements are exceptional in this school. Beginning in the stimulating early years environment, reading is prioritised. All staff are well trained to teach phonics using

an effective programme. Teachers model sounds and design tasks to help children master reading early in their school life. Catch-up programmes involve small-group activities to target gaps in pupils' knowledge. Pupils become fluent and motivated readers. Leaders select texts to help pupils understand crucial issues such as discrimination. Pupils develop excitement and passion for books.

Every subject is planned well, with the essential knowledge and skills identified. Teachers use 'retrieval' activities adeptly. Pupils secure their understanding by revisiting previous learning. Mathematics learning is excellent. In 2022, 100% of pupils in Year 6 achieved the expected standard at the end of key stage 2. Work in books is impressive. Pupils use a range of strategies to solve problems. If misconceptions occur, teachers bring pupils together to share helpful explanations. Outcomes are significantly better than national averages in reading, writing, mathematics and science.

The history curriculum is ambitious and exciting in this school. Pupils are inspired by meaningful educational visits to sites of historical interest. They recall their knowledge with confidence. Pupils learn to question the past, using investigative skills to evaluate sources. Work in geography is strong. Pupils use digital mapping skills to compare biomes and precipitation around the world. Pupils hone their skills through regular fieldwork experiences. Subject leadership is strong; every area of the curriculum is valued. Assessment is effective. Staff provide clear feedback and guidance to help pupils improve their work and advance their learning.

High-quality support for pupils with special educational needs and/or disabilities ensures that everyone accesses the full curriculum. Teachers are skilled at identifying where pupils need extra help. Staff offer expertise with nurture and mental health support. Provision is planned and reviewed with pupils to ensure that their voices are heard.

In physical education, pupils with disabilities achieve well in a rich range of sporting opportunities. From cricket skills to hockey techniques, pupils master new talents and apply them in games. Sport is a strength, with everyone included in an impressive programme of events.

Pupils behave well, showing kindness and respect for each other and their environment. Learning is not disrupted, and pupils feel safe.

Leaders strive to offer a multicultural experience through rich opportunities. Pupils embrace diversity when learning about different families and equal rights. Pupils celebrate religious festivals, learn about world faiths and engage in stimulating workshops. One highlight celebrated Japanese culture and music. Links with schools in France and Uganda help pupils to understand the world. Pupils love representing the school through programmes involving local and national charities. For example, pupils designed and made a product and advertising campaign which won a national competition. Pupils, staff and parents are proud to share environmental work and always enjoy the annual flower show. The school has become a hub for others, hosting events for partner schools.

Leaders are dedicated, and regarded highly by the whole school community. Parents appreciate the school's clear communication and enjoy invitations to see children's

learning in school. Staff are proud and motivated. They feel valued, and enjoy frequent professional development. Governors promote the school's ambitions with expertise and care, providing both challenge and support. The togetherness at this school is helping pupils to flourish and achieve great success.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand the school's safeguarding systems. Recruitment practice and training activities are rigorous. Frequent 'quizzes' and updates for staff ensure that safeguarding is highly prioritised. Staff know the signs to look for and always report concerns swiftly. They have full faith in leaders to take effective action. Leaders keep detailed records and communicate well with children's services. Staff offer strong pastoral care to protect the mental health of pupils.

Governors fulfil their duties and help maintain the school's strong safeguarding culture. As a result of excellent curriculum work, pupils understand healthy relationships and how to stay safe online.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125202
Local authority	Surrey
Inspection number	10256474
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Liz Collins
Headteacher	Tim Cheesman
Website	www.wsg.surrey.sch.uk
Dates of previous inspection	8 and 9 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Guildford. The school was rated excellent in its most recent section 48 inspection, in July 2019.
- The school currently uses one alternative provider.
- Since the last inspection, there have been significant changes in leadership and governance.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, physical education and mathematics. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to pupils and looked at pupils' work.
- The inspector looked at pupils' work in history and geography.
- The inspector listened to a range of pupils read.

- The inspector observed catch-up interventions to learn how staff provide extra support to pupils.
- The inspector met with the headteacher, the deputy headteacher, the business manager, subject leaders, teachers, support staff and the special educational needs and disabilities coordinator.
- The inspector met five members of the governing body, including the chair of governors.
- To evaluate safeguarding, the inspector studied documents and records, including the school's single central record and child protection referrals. The inspector spoke with the designated safeguarding leads, staff and pupils.
- The inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire and the free-text responses.
- The inspector met with pupils to learn their views about the school.
- The inspector spoke by telephone with representatives from the local authority and the diocese.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

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