

Inspection of Shere CofE Aided Infant School

Gomshall Lane, Shere, Guildford, Surrey GU5 9HB

Inspection dates:	1, 22 and 23 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This welcoming school is at the heart of the local community. Pupils blossom in the nurturing environment. Staff thread the values of friendship and kindness throughout school life. Older and younger pupils socialise and play together happily.

The school has high expectations for pupils, including for those pupils with special educational needs and/or disabilities (SEND). Improvements to the curriculum have enabled pupils to achieve well in most subjects. They are keen to share what they know and remember about their learning.

From the start of Nursery, children follow routines very well. Across the school, learning flows without disruption because pupils choose to do what is right. They aspire to earn 'citizen awards' for being kind and helpful or 'stars' for showing good learning.

Purposeful experiences, in the local area and beyond, complement pupils' learning. Outdoor education in the forest is a favourite. Pupils not only deepen their understanding of science and geography but also learn the importance of teamwork and safety. Trips to places of interest, such as Windsor Castle, bring the curriculum to life for pupils.

Parents and carers are positive about the school. Many commented on how it provides the foundations for pupils to succeed academically and personally.

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

The curriculum is well constructed and engaging. It outlines the knowledge and skills pupils need to study and when. Content is broken down into smaller 'units'. This helps teachers build on what pupils already know. In the main, pupils successfully learn the curriculum. For example, in history, they know about people who lived in castles many years ago and how toys have changed over time. In art and design, pupils skilfully use various techniques, such as shading and tone, to produce a detailed sketch of a dragon's eye. They can compare the work of different artists and say how it inspires their own art.

The promotion of children's communication and language starts in the early years. Well-trained adults know how to interact with children. They weave storytelling, counting and songs throughout the school day. For example, children eagerly joined in with the 'Goldilocks' song, confidently using actions and words to name and count the bears. Staff use pictures and objects to help children remember important vocabulary.

In Reception, children start to learn phonics. Staff provide opportunities for pupils to practise how to blend sounds and begin to read. The books pupils read help them to develop reading accuracy and fluency. By the end of Year 2, pupils gain a strong grasp of phonics. Staff use ongoing checks to find out what pupils remember well. Those who fall behind in their reading get effective support to help them keep up. Across the school, however, some pupils, including some with SEND, do not master accurate letter formation, grammar and punctuation in their written work. This restricts their ability to produce high-quality writing.

Children in the early years show many effective learning characteristics. For example, in story time, they listen intently to others; in play, they share resources with others. Children sustain concentration and develop into curious thinkers. Children and pupils with SEND have their needs identified quickly. They receive personalised support when necessary so they can learn successfully alongside their peers.

Pupils' conduct is positive. They greet visitors warmly and show respect in their interactions with each other and adults. Pupils learn about the 'colour monsters' to help them talk about their feelings. The school's work on attendance is having a positive impact for most of the pupils. However, a few do not attend regularly enough. These pupils miss essential learning, which has a negative impact on their education.

The school embraces pupils' wider development. Pupils, including children in the early years, are proud to take on roles of responsibility. For example, 'helping hands' collect and cut up fruit for others to enjoy. 'Green hands' turn off lights to conserve energy. From a young age, pupils learn how to respect the environment and nature. Pupils vote for class books and to become members of the school council. This develops their understanding of democracy in an age-appropriate way. The books staff read help pupils recognise cultures that are different from their own.

Governors check that the school's work to improve the curriculum is effective. A strong culture of teamwork exists. Staff value how school leaders manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Across the school, some pupils, including some pupils with SEND, do not master accurate letter formation, grammar and punctuation in their written work. This restricts their ability to produce high-quality writing. The school should make sure that staff provide sufficient opportunities for pupils to practise and master early writing skills so pupils can increase their success across the whole curriculum.
- The attendance of a few pupils is too low. As a result, these pupils miss essential learning, which has a negative impact on their education. The school should ensure that its ongoing work with parents improves attendance for all pupils.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125246
Local authority	Surrey
Inspection number	10341589
Type of school	Infant
School category	Voluntary aided
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair of governing body	Reverend Tim Heaney
Headteacher	Victoria Beattie (executive headteacher)
Website	www.shere.surrey.sch.uk
Date of previous inspection	3 May 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is federated with Clandon CofE Aided Primary School to make Newlands CofE School Federation. Schools in the federation share the same executive headteacher, special educational needs coordinator and governing body.
- The school is part of the Diocese of Guildford. The school received a section 48 inspection for schools of a religious character in October 2023. Its next inspection under section 48 is due within five years of this date.
- The school includes provision for two-year olds.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection started on 1 October 2024. An inspector returned on 22 and 23 October to gather additional evidence in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence](#) policy.
- Inspectors held discussions with the executive headteacher, the head of school and other school staff. An inspector met with members of the governing body and spoke to a representative from the local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in personal, social and health education, geography and art and design.
- Inspectors listened to some pupils in Year 1 and Year 2 reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: met the designated safeguarding lead; checked the single central record of adults working in the school; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and during breaktime and lunchtime. They spoke with pupils and staff about behaviour.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- Inspectors spoke to parents at the start of the school day. They considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey.

Inspection team

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