Inspection of Chilworth CofE (Aided) Infant School

Dorking Road, Chilworth, Guildford, Surrey GU4 8NP

Inspection dates:	2 and 3 April 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Outstanding**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Everyone is made to feel welcome at this vibrant village school. Pupils are nurtured exceptionally well by staff who understand children's needs. Pupils feel happy and free to thrive in the knowledge that there is always a trusted adult to talk to if they are ever worried or sad.

The school establishes high expectations and consistent routines as soon as children start in the Nursery or Reception classes. Pupils respond well to this, building friendly and respectful relationships with staff. At social times, pupils are considerate of one another. They make sure everyone is included in playground games.

Pupils achieve highly. The school is aspirational in its aims for pupils, including those with special educational needs and/or disabilities (SEND). Pupils learn an ambitious curriculum which encourages curiosity. Staff regularly discuss thought-provoking news items with pupils, in age-appropriate ways. Pupils are taught to love and help one another so the world can be a better place. There are many opportunities for pupils to be responsible in their roles as eco warriors, faith ambassadors and playground buddies. The school offers a wide range of extra-curricular clubs, musical events and outdoor learning opportunities. Pupils are well prepared, emotionally, socially and academically for the next stage of their education.

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

The school has a strong, shared vision that every pupil will achieve highly and overcome any barriers to learning. The school has developed a broad and ambitious curriculum, which builds sequentially from the Nursery to Year 2. Some foundation curriculum subjects have recently been refined so that teachers know the precise knowledge pupils must understand. The curriculum in the Nursery and Reception classes offer children an excellent start to their school lives. Staff focus on the most important aspects of pupils' foundational learning. They develop activities which incorporate children's interests. Children find the curriculum irresistible and become deeply engrossed in meaningful play for sustained periods of time. Adults interact skilfully with children, modelling language and facilitating discussion. Children absorb and master language, including technical vocabulary. They develop the confidence to learn independently as they sculpt with clay, paint pictures and build large structures.

Staff are expert teachers of phonics. Right from the start, pupils learn to recognise sounds through familiar stories, songs and rhymes. Pupils are inspired to develop a love of reading. They experience a carefully planned range of stories, poems and information books within the curriculum. Pupils enjoy the books their teachers read to them daily. In Reception, staff spark pupils' imaginations as they bring drawings of imaginary characters to life through role play. Pupils write independently about their characters with great enthusiasm. They read and write purposefully, developing confidence and resilience. Staff notice any pupils who struggle to read. Pupils with SEND have their needs identified quickly. The school provides expert help and support, so pupils achieve well. The majority of pupils read fluently by the end of Year 1.

Staff routinely check to make sure pupils understand what they are learning. They pick up on misconceptions and address them straight away. Teachers revisit key curriculum knowledge frequently to help pupils understand and remember it long term. Teachers use questioning effectively, to help pupils deepen their understanding and make connections between different subjects in the curriculum. Resources are used effectively, so that all pupils are supported to learn the same ambitious curriculum. In a small number of subjects, which have recently been refined, sometimes teaching activities are not as well matched to the intended learning as they could be. This sometimes limits pupils' learning.

Pupils behave well. They understand the school values and strive to live up to them. They show high levels of responsibility as they use the school's extensive playground equipment. When pupils struggle to attend, the school makes sure that it understands families' needs. This helps it to do all it can to support pupils' regular attendance.

The school's excellent programme for wider opportunities enables pupils to develop their interests and build valuable life skills. Pupils frequently learn through school trips, visits and outdoor learning. Pupils are taught how to be responsible citizens in modern Britain. They learn about different faiths and the importance of listening to each other's opinions respectfully. Pupils learn to care for the environment. Pupils have a strong understanding of how to stay safe while using the internet and playing outdoors.

Governors understand their statutory responsibilities. They do all they can to ensure that improvements to the school do not affect staff's workload. They are determined that pupils will experience an excellent start to their education in this caring, ambitious school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of foundation subjects, the tasks that pupils are given do not always help them to gain a deep understanding of the curriculum. As a result, some pupils do not achieve as well as they could in some subjects. The school should support staff to design work that enables pupils to achieve the school's ambitious aims for them in every subject.

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	125167
Local authority	Surrey
Inspection number	10341578
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	106
Appropriate authority	The governing body
Chair of governing body	Rev Andrew Pearson (co-chair) Sarah Stevens (co-chair)
Headteacher	Coralie Mankel
Website	www.chilworth.surrey.sch.uk
Date of previous inspection	22 and 23 January 2014, under section 5 of the Education Act 2005

Information about this school

- This school is an infant school with a nursery class.
- This school is a voluntary Aided Church of England school in the Diocese of Guildford. Its last section 48 inspection took place in April 2019.
- The school does not currently 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.
- Inspectors carried out deep dives in these subjects: mathematics, English, including early reading, music and geography. For each subject, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited the nursery and spoke with staff about the curriculum and children's learning.
- During the inspection, the inspectors met with the headteacher, the senior leadership team and representatives from the local authority. The lead inspector also met with members of the school's governing body.
- The inspectors met with groups of pupils to talk about their learning.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors considered parents' views expressed through the online survey, Ofsted Parent View.
- Throughout the inspection, the inspectors met with groups of staff. They also considered the opinions expressed through the online staff survey.

Inspection team

Jo Brinkley, lead inspector	His Majesty's Inspector
Sara Tilbey	Ofsted Inspector

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