

# INSPECTION REPORT

## WITLEY C OF E INFANT SCHOOL

Witley, Godalming

LEA area: Surrey

Unique reference number: 125159

Headteacher: Miss P A Allen

Reporting inspector: Rosalind Johns  
22745

Dates of inspection: 21<sup>st</sup> and 22<sup>nd</sup> October 2002

Inspection number: 248670

Short inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Church Lane Witley Godalming Surrey
Postcode:	GU8 5PN
Telephone number:	01428 682420
Fax number:	01428 685094
Appropriate authority:	The governing body, Witley C of E Controlled Infant School
Name of chair of governors:	Mr G Stapley
Date of previous inspection:	10 <sup>th</sup> February 1997

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22745	Rosalind Johns	Registered inspector
9691	Jon Vincent	Lay inspector
15917	Bob Cross	Team inspector

The inspection contractor was:

Phoenix Educational Consultants  
"Thule"  
60 Joy Lane  
Whitstable  
Kent  
CT5 4LT  
01227 273449

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Witley Church of England Infant School educates boys and girls between four and seven years. The school is in a mixed catchment area of private and local authority housing and 48 per cent of pupils come from the village of Witley. It is smaller than most schools as there are 104 pupils altogether. There are 14 children full time and 11 part time in the Reception class and 43 boys and 36 girls in Years 1 and 2 and an imbalance of boys and girls in these year groups. There are 18 pupils on the school's register of special educational needs which is average and four pupils with statements of special educational need which is above the national average. There are no pupils from ethnic minority backgrounds and none who speaks English as an additional language. One per cent of pupils are eligible for free school meals which is below the national average. During the last school year, ten pupils entered the school other than at the usual time of first admission and eight left it at times other than those of the normal leaving or transfer. This is a high level of mobility. At the time of the last inspection in 1997, pupils entered the school at above average levels of attainment. However, both last year's and the current Year 2 pupils attained below average levels on entry.

### **HOW GOOD THE SCHOOL IS**

This is a good school with many very good features in its work. The very good leadership and management of the headteacher, and the good partnership with governors, ensure that there is a clear focus on how to move the school forward. In Year 2, pupils attain above average standards in English and average standards in mathematics and science. They achieve well because the quality of teaching and learning is good overall and pupils are given suitably demanding work. The school's very good provision for pupils' spiritual, moral, social and cultural development reflects its clear, confident Christian ethos. These qualities, combined with the very good systems to monitor its performance, mean that the school gives good value for money.

#### **What the school does well**

- The excellent links with parents ensure that there is a very strong partnership in children's learning between home and school.
- The very good leadership and management of the headteacher, and the good partnership with the governing body, mean that the school is constantly challenging itself to do even better.
- Pupils' attitudes to school, their behaviour, personal development and relationships are all very good and are firmly rooted in the high quality of the school's provision for their spiritual, moral and social development.
- The school offers pupils in Years 1 and 2 a very rich, challenging and well-planned curriculum which makes it a happy and exciting place to learn.
- The good quality of teaching and learning ensures that pupils are interested and involved in their lessons and achieve well as they move through the school.

#### **What could be improved**

- The quality of outdoor learning opportunities for children in the Reception class.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997 and, since then, it has made a good improvement and is very well placed to improve in the future. The key issue for action to improve teaching skills to a consistently high standard has been addressed very well and teaching is now judged to be good overall. There was a much higher proportion of good teaching in this inspection and no unsatisfactory teaching at all. The school has also responded well to the other two issues concerning assessment procedures and developing the role of subject coordinators. These improvements have resulted from the very good quality of the leadership and management which was satisfactory at the previous inspection. There is now a much sharper and more effective focus on analysing and accounting for the school's performance and planning for improvement. This is also reflected in the quality of teaching and learning because of much more rigorous monitoring systems. It has also had a

significant impact on pupils' behaviour which was previously judged to be satisfactory. Provision for their spiritual, moral, social and cultural development was also satisfactory at the last inspection and is now very good overall. In spite of the fall in attainment on entry to the school, pupils' achievement is now good, compared with the last inspection when it was satisfactory.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A*	A	A	B
writing	A	A	C	D
Mathematics	A	A	C	E

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

The table shows that, in 2002, standards were well above average nationally in reading and average in writing and mathematics. Compared with similar schools based on the percentage of pupils known to be eligible for free school meals, they were above average in reading, below average in writing and well below average in mathematics. The findings of this inspection show a broadly similar picture to the latest national tests as standards were judged to be above average in speaking and listening and reading and average in writing, mathematics and science. At the time of the previous inspection, pupils entered and left the school at above average levels of attainment and achieved satisfactorily. The apparent decline in standards in the 2002 national tests is the result of a significant change in the prior attainment profile of the school since the last inspection. The pupils who took the 2002 tests, and also the current Year 2 group, both entered the school at below average levels of attainment. The school also took four pupils part way through Year 2 which altered the 2002 results and results in spelling were down because some pupils had auditory problems. The school met its targets in reading and writing in the 2002 national tests and just missed them in mathematics. Standards in reading are higher than in writing, which is still a focus for improvement, because of the school's one-to-one approach and the close partnership with parents who give considerable support. In some subjects, there is also an over use of worksheets which limit pupils' experiences in writing and lack challenge for some pupils. Standards in reading, writing and mathematics dipped in 2002 but have generally risen steadily during the past few years.

Children in the Foundation Stage achieve well in all areas of learning except physical development where achievement is satisfactory. They are on course to reach or exceed the Early Learning Goals by the time they enter Year 1. The good provision for pupils with special educational needs enables them to make good progress and reach good standards compared with their earlier attainment. Overall, pupils, including the more able and the gifted and talented, achieve well as they move through the school because they have a very clear understanding of the routines and standards expected of them and respond very positively to well-organised yet imaginatively presented lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are active and responsive learners. This is seen in the high level of confidence, enjoyment and care with which they approach their work.
Behaviour, in and out of	Pupils behave very well around the school and at play. This contributes significantly to a happy, orderly environment where pupils thrive and learning

classrooms	flourishes.
------------	-------------

Personal development and relationships	Very good. Strong bonds of trust and respect between all members of the school make pupils feel that they are part of a caring family and give them the security and confidence which greatly assists their learning. They enjoy carrying out tasks around the school and do so cheerfully and reliably.
Attendance	Satisfactory. Pupils' attendance is average and unauthorised absence is well below the national average. Pupils generally arrive punctually and lessons begin on time. There have been no exclusions.

The atmosphere in classrooms is one of enjoyment and hard work. Pupils like the stimulus of new learning, approach challenges with enthusiasm and show a real willingness to practise and improve their skills.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall, the quality of teaching and learning is good and ensures that pupils learn quickly and apply their new skills effectively. During this inspection, 15 lessons or parts of lessons were seen. Four were very good, six were good and five were satisfactory. Staff are very critical and reflective about their teaching and very open and willing to learn from each other in order to get the best deal for their pupils. Lessons are well planned and organised. There is a successful balance between teaching key skills in a systematic and structured way and allowing pupils the freedom to choose and experiment. The basic skills of literacy and numeracy are taught well and are developed effectively through work in other subjects. Key features of successful teaching are the high and clearly expressed expectations of response, quality and pace of work so that pupils want to do their best. Teachers insist that pupils are very precise in their answers, using specific vocabulary, and constantly challenge them to think for themselves. They also inject a sense of fun and energy into lessons so that pupils are caught up in an air of excitement and remain bright eyed and eager to learn. The relaxed and natural teamwork between teachers and assistants in the classroom also enlivens learning and develops pupils' skills and confidence well. Teachers treat pupils with sensitivity and respect so that they feel secure and valued and are not afraid to contribute ideas, ask questions or seek help. As a result, pupils, including those with special educational needs, more able pupils and the gifted and talented, are enabled to experience success at their own level. The few weaknesses in teaching include some over direction so that pupils are not given opportunities to develop their own learning and, occasionally, a flagging pace so that pupils' initial interest and enthusiasm begin to wane.

Strong features of pupils' learning are the way they set about their investigations confidently and eagerly. They also have a growing awareness of responsibility for their own learning through the 'Starboard' activities or when they discuss whether the aims of each lesson have been met. Weaknesses include sometimes calling out and forgetting class rules and rising noise levels when pupils become over excited.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in Year 1 and Year 2 is very good. It offers pupils a wealth of opportunities to acquire key skills in learning in creative and distinctive ways while also developing the basic skills of literacy and numeracy. However, provision in the Foundation Stage is satisfactory as there is no designated play area with direct access from the Reception classroom to enable children to reach higher standards in physical development. The curriculum is extended by a good range of other activities such as clubs, visitors and exploring the local area. The whole school ethos is based on equality and the relative needs



	of different groups are met well.
Provision for pupils with special educational needs	Good. Pupils with special educational needs make good progress in both their grasp of basic skills and in their confidence and positive attitudes to learning. Targets on their individual education plans are clear and concise and are planned in small steps to enable pupils to achieve their learning goals. Teaching assistants ensure that pupils are supported well and this helps them to understand and complete the tasks set for them. The needs of pupils with statements are also met well and annual reviews provide a good focus for further improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Each of these strands is integral to the life and work of the school. Pupils' spiritual awareness is developed well through times of stillness and prayer and opportunities through the curriculum to reflect on issues and express wonder at the world around them. Very good provision for moral and social aspects encourages pupils to develop a sense of self worth and personal responsibility. Cultural aspects are also developed very well and enable pupils to appreciate their local and national heritage as well as valuing cultural diversity.
How well the school cares for its pupils	Very good. The school is a happy, orderly, caring community where the needs and safety of children come first. There are very good procedures for health and safety, first aid, and child protection. Attendance is also monitored rigorously. Assessment procedures for tracking pupils' progress and personal development are good and provide precise insights so that planning can be adapted to pupils' individual needs. A policy for racial equality and an accessibility plan are in place.

The rich, challenging yet rigorous curriculum enables pupils to acquire important skills for life long learning. As well as giving high levels of individual care, the school has a strong sense of community for which everyone is responsible and where every one is cared for and supported. All statutory requirements are met. The lack of an appropriate outdoor learning environment for children in the Reception class restricts aspects of their physical and social development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The determined but sensitive leadership and management of the headteacher inspires staff and pupils to strive for the highest standards. At the heart of the headteacher's philosophy is the overriding principle of continuous development for the school. Her clear vision about how they will meet new challenges has been embraced by staff and governors. Staff with subject responsibilities play an active part in deciding priorities for future development but their role is still not developed well enough.
How well the governors fulfil their responsibilities	Good. Governors are committed and are conscientious in fulfilling their responsibilities. They are constructively critical while valuing the efforts of the headteacher and staff. They bring a good range of professional expertise to their role and work hard to keep abreast of developments. Governors regularly monitor the progress of the school improvement plan and seek explanations for decisions that are made. Through analysis of assessment data and various committees, they obtain a view of the school's effectiveness but they do not pay enough visits to the classroom with an agreed focus to give them a deeper understanding of the strengths and needs of the school.

The school's evaluation of its performance	Very good. This is a self critical, analytical school where all involved are constantly seeking to offer the highest quality of education possible for the pupils. The very detailed analysis of assessment data enables the school to pinpoint weaknesses and draw up clear programmes of action. The rigorous monitoring and evaluation of teaching also mean that priorities for improvement are identified and acted upon. The school improvement plan, a constantly evolving document, is deeply embedded in the school's work.
The strategic use of resources	Efficient financial planning and administration ensure that spending is focused on priorities in the school improvement plan and is closely monitored through the year. Careful planning has enabled the school to carry out a number of major improvements which have enhanced the learning environment for pupils. The school is working to develop more formal evaluations of the impact of spending in terms of the effect on standards reached by pupils.

The very good leadership and management ensures that there is a drive towards inclusive practice, a sense of unity and purpose and a shared vision for continuous improvement in the school community. Regular reviews of expenditure, obtaining three quotations and comparison of costs and standards with other schools ensure that the school gets good value for money when buying goods and services.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Good progress made by the children.</li> <li>• Behaviour is good.</li> <li>• The quality of teaching and learning.</li> <li>• The school is well led and managed.</li> <li>• They are comfortable with questions or problems.</li> <li>• High expectations.</li> <li>• Helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• A small amount of concern about provision in the mixed age classes.</li> </ul>

The inspection team endorses the very positive views of parents. It considers that the school offers a good range of extra-curricular activities including football and French clubs, local visits, art and music workshops, close links with the Church and visitors. The needs of pupils in the mixed age classes are catered for well and provision is monitored very carefully.

## **PART B: COMMENTARY**

### **The excellent links with parents ensure that there is a very strong partnership in children's learning between home and school.**

1. At the previous inspection, it was reported that the partnership with parents was 'a key part of the school's ethos'. This continues to be the case. The school's partnership with parents is strong because it is regarded as crucial to its success and is nurtured very well. At the beginning of the school prospectus, the headteacher states that the school greatly values the role of parents in the education process and takes positive steps to build a strong working relationship based on mutual trust and support. Staff and governors are also committed to this vital partnership. In turn, parents greatly appreciate the work of the school and its friendly, family ethos, support their children's learning at home very well and contribute considerably to the school's effectiveness. The school is currently working towards the local education authority's Parent Friendly criteria to achieve formal recognition of strengths in this area.

2. 'The school has both the children's and the parents' interest at heart,' wrote one parent. At the pre inspection meeting and in the questionnaire, an overwhelming majority of parents were fulsome in their praise of the school. Their very positive comments were echoed in the feedback from the school's own questionnaire where parents stated that what they liked most about the school included the emphasis on educating the whole child, the consistent record of achievements and results, support for pupils with special educational needs, the community 'feel' of the school, the Christian ethos and Church links and the high levels of care for individual pupils.

3. The school builds important bridges through the high quality of its communication with parents. Parents noted that communication with them and their involvement in the school were areas of improvement since the last inspection. This starts with very comprehensive induction procedures for parents as well as children before they enter the Reception class. 'My child settled in happily because of excellent preparation and communication,' confirmed a parent. This is followed up by meetings to explain Early Years screening, reading and aspects of the curriculum and pupils' targets for learning are shared and evaluated with parents at termly consultation meetings. The partnership is also strengthened by informal and informative newsletters from the headteacher and individual class teachers, curriculum information, well-structured reports, a school web site, dialogue through reading record books and homework sheets and a smooth transition to the junior school. Amongst this information, parents' responsibilities are also made clear and the rationale behind them. Parents also value the headteacher's and staff's easy and friendly approach and ready accessibility to them. This is achieved through the open door policy and the fact that classrooms are open every Friday at the end of the school day for parents to look at displays and their child's work and to talk to teachers informally.

4. Parents who help in the school in tasks like reading, mathematics and design and technology say that they are made to feel welcome and appreciated and that they are given good guidance, often in writing, about their various roles. The flourishing Friends' of Witley School Association is highly active in terms of giving time and raising funds which have been directed recently towards the building of the new Jubilee Hall. This will enable the school to invite parents into assemblies and other gatherings more frequently.

5. Parents' opinions are canvassed regularly and are an important part of the school's self evaluation processes. Parents would like to see more out of hours provision and this area is being

explored by the school. They are also consulted about major decisions such as changing the structure of classes, moving the start of the school day and about key policies such as sex education. An example of the high value that the school places on the views of parents is shown by their involvement in drawing up the new school improvement plan. Key questions are asked in an open-ended survey about its strengths and weaknesses and what sort of school will be needed to serve the community over the next three years. Through this important process of partnership and shared dialogue, the school is able to identify some of the actions needed to move the school forward into its next stage of development and to ensure, as one parent remarked, 'Children have an excellent education and parents are extremely happy.'

**The very good leadership and management of the headteacher, and the good partnership with the governing body, mean that the school is constantly challenging itself to do even better.**

6. At the time of the last inspection in 1997, pupils entered the school at above average levels of attainment and left at above average levels in English, mathematics and science. Achievement was, therefore, satisfactory. The overall quality of teaching and learning was satisfactory during the inspection with unsatisfactory teaching in one fifth of lessons. Behaviour and overall provision for pupils' spiritual, moral, social and cultural development were satisfactory as was the quality of leadership and management. The school gave sound value for money.

7. The school has made a good improvement since the previous inspection and is very well placed to improve further. It has addressed the key issue for action to improve teaching and learning very well and has responded well to the issues concerning assessment and the role of subject coordinators. In this inspection, teaching and learning were judged to be good overall with no unsatisfactory teaching. Behaviour and overall provision for pupils' spiritual, moral, social and cultural development were very good. Leadership and management are now very good and the school gives good value for money.

8. Central to this success, is the headteacher's high and consistent expectations of herself and of every member of the school community. Her very strong but thoughtful leadership has ensured that the school is outward looking and has embraced considerable change during the past few years. At the heart of the headteacher's vision for the school is the principle of continuous development in all aspects of its work. This philosophy has been embraced by staff and governors and effectively communicated to pupils and parents so that the sense of unity, purpose and commitment is strong. The headteacher's incisive leadership and her ability to take the school forward maintain a definite momentum for change and a very clear focus on self-driven improvement. She leads by example in all aspects of school life and shows care and concern for the well-being of pupils and their families and respect for the personal and professional needs of staff. 'The headteacher is dynamic and caring,' wrote one parent. Her ability to make the most of others' talents and abilities has resulted in high morale among staff and a strong team spirit where children's needs are foremost. The headteacher is ably assisted by the senior teacher in this work. The school's buildings and site are viewed as a challenge not a constraint and, with creative thinking, have been used with maximum efficiency as well as providing a rich learning environment. Parents at the pre inspection meeting and in the questionnaire commented that during the past few years, the school had gone from strength to strength and changes had been to everyone's benefit. Some wrote of 'the tireless dedication of the headteacher', of her 'impressive leadership', and 'Witley School was our first choice because of the exceptional headteacher and the atmosphere'.

9. Governors also work closely with the headteacher and make a good contribution to steering the direction of the school. Some are relatively new and inexperienced whilst others are well established and due to retire after many years of service. In view of this, the school has identified the role of governors as a key objective in the school improvement plan. They are fully involved in debating issues around the school improvement plan and monitoring its progress and have the opportunities to contribute to the early stages of this development planning. Individual governors use their interests and expertise well to support the school. Through questioning and discussion at governors' meetings, headteacher's reports, analysis of data, comparison of costs and standards with local and similar schools, they fulfil their roles as critical friends effectively. Expenditure is carefully linked to priorities in the school improvement plan which are very well related to the aims of the school. Monitoring of the school's spending patterns has been sufficiently rigorous. Governors make full use of competitive prices and compare them carefully with alternative sources as difficult decisions have had to be made about building projects. They examine the impact of expenditure on the quality of education provided, for example, the effect on standards of an extra day's specialist teaching for special educational needs pupils when numbers rose, although more formal evaluations of impact are not fully developed. There are not enough visits to the classroom with an agreed focus to give governors a clearer view of the school's provision.

10. The school's strong commitment to critical self-evaluation is the key to its effectiveness. At the previous inspection, a key issue for action was 'to continue to develop assessment practice'. Since that time, assessment information has been interpreted in a much more systematic and analytical way. In depth evaluation is based on thorough assessment procedures and methodical analysis of data from national and internal tests. This is used to build up a clear and objective picture of the school in order to guide its work. Data are used to check trends such as value added, boys' and girls' performance, pupils with special educational needs and progress in mixed age classes. The school is very aware that Year 1 pupils are in three different classes and monitors this provision very closely. It compares its costs and results with other schools both locally and nationally. Problems have been decisively confronted; priorities for action identified and strategies put in place to address them. Data are also used to set targets for pupils' predicted individual levels of performance. Their academic progress is tracked comprehensively as they move through the school and this gives precise insight into the development of each pupil to enable teachers to plan at levels of individual need. Parents commented on how the school very specifically targeted the academic and social needs of their child. However, target setting is still being developed in some areas, there is no benchmarking with other schools and pupils' assessment folders are not sharply focused enough.

11. The monitoring and evaluation of teaching and learning are also careful and systematic. Strengths are recognised and built on and problems are addressed through professional dialogue and discussion at inset meetings. All staff work in a climate of openness and willingness to learn from each other and are constantly looking for better ways of working such as exploring different learning styles and thinking skills. Performance Management is closely linked to the school's cycle of improvement and has brought coherence to the whole school development process.

12. Progress on the key issue for action to develop the role of management and subject coordinators in monitoring, evaluating and developing their subjects has been hindered by the fact that two staff have just completed their first year of teaching, three are teaching in new age groups and one is new to the school. All staff have at least one area of responsibility new to them. This problem is made worse by the wide range of responsibilities necessary in a small school. The school has supported staff in their new roles very effectively and has introduced subject action plans as well as self-evaluation strategies. Progress on this key issue for action has, therefore, been good.

13. Underpinning the school's drive for self-improvement is its very good school improvement plan. This is a 'live' and working document which means that it is constantly responding to change. Future perspectives include developing inclusive practice, teaching and learning, assessment procedures, information and communication technology as a learning tool, the role of governors and the use of space. This allows the school to be very clear about what is being evaluated and when it has successfully reached its goal.

**Pupils' attitudes to school, their behaviour, personal development and relationships are all very good and are firmly rooted in the high quality of the school's provision for their spiritual, moral and social development.**

14. In the pre inspection questionnaire, one parent commented that the school is 'one of today' and went on to explain that it was fully inclusive and catered for equality and diversity. This echoes one of the school's aims: 'valuing the individual and encouraging self esteem'. All staff work hard to nurture pupils' confidence, self worth and happiness believing that this is central to its ethos and culture as a Church school. 'Teachers and teaching assistants really care about the children,' wrote a parent. Its very good provision for pupils' spiritual, moral and social development provides firm foundations for pupils to develop maturity and attitudes of mutual respect, care and cooperation. It also ensures that the ethos for learning is strong and positive and that pupils feel happy, secure and valued.

15. As a result, pupils bring growing confidence, creativity and independence to their work. Teachers involve them in their lessons in interesting and imaginative ways so that pupils work with enjoyment and pride. Even at this early stage in the school year, pupils in the Reception class settled quickly to newly established routines and were very eager to try out new experiences. They showed very positive attitudes and enjoyed their work on phonics. In a Year 1 numeracy lesson, pupils were bubbling with enthusiasm during a brisk mental session as a 'warm up'. In contrast, pupils in a Year 1/2 drama class were quiet and thoughtful when they mimed passing objects that could change at any moment and displayed varying emotions. Across the school, teachers encourage pupils to have high expectations of their own performance and pupils enjoy this level of challenge.

16. At the previous inspection, it was reported that further opportunities were needed to develop spirituality. This area is now good and pupils' spiritual awareness and personal responses are developed well through times of stillness, prayer and reflection. In assemblies, there is a good balance between music, speech and silence and pupils sing tunefully and joyfully. Assemblies are led with openness and sensitivity and contain well-focused messages. 'How did the candles make you feel?' asked the headteacher as pupils explored the significance of light to Christians. Pupils replied: 'It's my birthday', 'special', 'Christmassy' and were able to find links with their feelings when they went to Church. Teachers also realise the importance of seizing opportunities across the curriculum to direct pupils' natural curiosity about the world into a spiritual response. Pupils have the benefit of their own outdoor classroom, and they have had a visit from a mobile farm and a falconry display team. They also look after plants in the school and have been 'Out and About' to Witley Common to take part in bug hunts and pond dipping. Year 1 pupils were enthralled when they watched snails in a science lesson and observed what they would prefer to eat. In this way, pupils develop a keen sense of awe at the order and mystery of the natural world which promotes thoughtful attitudes to learning and encourages personal growth very effectively. However, this is not always planned for and opportunities are sometimes lost to foster spiritual development through, for example, information and communication technology.

17. Pupils' very good behaviour is based on the strong moral framework within the school. Teachers gently guide pupils to make clear distinctions between right and wrong and to consider the effects of their actions on others. These high expectations encourage self-discipline and motivation

among pupils. In a Year 1/2 classroom, the teacher makes clear the standards of behaviour to which pupils should aspire: 'superstar sitters', 'terrific tidiers', 'sensitive speakers'. Pupils discuss and decide on class rules and generally stick to them. They behave very well in the classroom, around the school and at playtime. The very few instances of unsatisfactory behaviour are normally related to the quality of teaching. Ninety-nine per cent of parents consider behaviour to be good. Moral aspects are taught well and pupils show a strong awareness of their responsibility towards property and the environment. In a personal, social and health education lesson, pupils in Year 1/2 examined how to deal with feelings of anger and strategies to cope with them in a mature and responsible way. The well-structured reward system including stickers, Golden Book, Caring and Sharing assemblies and showing work to the headteacher form a good basis for moral understanding and clearly emphasise the school's aims and values.

18. Parents spoke warmly of the school being like a close-knit family where older children help younger ones and where children of different age groups are encouraged to play together. This is at the root of the school's very good provision for pupils' social development. Pupils are expected to support one another and to learn together and this enables them to develop a sense of self-worth and personal responsibility. School council style assemblies and 'Thought for the Day' such as 'Caring and Sharing', 'Big Smiles' and 'Talk to someone if they don't have a friend' reinforce these concepts very effectively. Pupils are encouraged to show kindness and consideration towards others and to accept and value differences.

19. As they move through the school, pupils are encouraged to become mature and responsible for their age through many opportunities for personal development. They work very well in pairs and groups, share skills and resources sensibly and delight in the achievements of others. The mixed age classes result in attitudes of mutual support where differences in ability or confidence are accepted naturally. Pupils enjoy being given tasks which help in the smooth running of the school such as helping visitors, watering plants and taking registers. The school gives and gains a good deal from its position at the heart of the village. Very good links with the community also widen pupils' perspectives when they share harvest gifts, visit All Saints Church and sing to elderly residents in a local home. Their involvement in charities such as Barnardos, Phyllis Tuckwell hospice and a balloon release in aid of a local self-help group for children with physical difficulties also broaden their horizons. Very importantly, children are beginning to take responsibility for their own learning through targets and discussing learning intentions in lessons. This is also evident in the sensible way they approach the Starboard activities which are helping them very effectively to develop self-control, collaboration and independence in their work.

20. Across the school, very good relationships among all members of the community give pupils the stability and security to become reflective and highly motivated learners. Within this warm, friendly ethos, based on kindness and mutual respect, pupils have trust and confidence in those who support them. Consequently, they are not afraid to ask questions, take risks in their learning and say when they do not understand. In discussion, pupils generally listen carefully, share their ideas and personal experiences and respect the views of others. Children in the Reception class are learning to play together well and to share and take turns. In a Year 1 numeracy lesson, the teacher used lots of praise to reward pupils' efforts so that they visibly grew in confidence and tried even harder. In a Year 1/2 lesson, when pupils were suggesting 'feeling' words, the teacher sensitively used mistakes as teaching points so that pupils' self esteem was not undermined. The support given by pupils to those with physical difficulties at this year's school sports day and the individual help provided by peers for a pupil who could not speak English are good examples of the interdependence encouraged by the school.

21. The school's very good provision for pupils' spiritual, moral and social development ensures that pupils are developing an awareness of self and responsibility for themselves, others and the world in a spirit of tolerance, respect and understanding.

**The school offers pupils in Years 1 and 2 a very rich, challenging and well-planned curriculum which makes it a happy and exciting place to learn.**

22. One of the school's aims is to provide a broad and balanced curriculum that will enable the children to develop intellectually, socially, physically and morally and spiritually. The school's very good provision succeeds in offering pupils in Years 1 and 2 a high quality curriculum that is exciting and inspires them to do their best. Children in the Reception class also receive a wide and interesting variety of learning opportunities through play and enquiry. However, provision for the Foundation Stage is satisfactory as there is no designated play area with direct access from the classroom to enable children to achieve higher standards in physical, and aspects of social, development.

23. The new curriculum developed by the school was introduced in September 2001 and is designed to provide solid foundations for lifelong learning. The school asked itself key questions about education and looked at research into how children learn best. This distinctive and innovative approach is focused on *learning* rather than just *knowing*. It thus broadens the concept beyond simple attainment and moves towards an emphasis on cognition and skills development. As part of the whole school philosophy of self-directed learning, key skills, key capabilities and personal development skills are interwoven across the curriculum. The method of planning has reduced teachers' workload and allowed them to focus on more creative ways of teaching rather than on content. Assessment and planning are more closely integrated thus allowing teachers to build more effectively on pupils' previous learning. Joint planning sessions enable teachers to draw on each other's experience and expertise so that, even when work is adapted for different groups, it remains within the common context. It also means that there is a smoother transition between the Foundation Stage and the National Curriculum. As a result, pupils, including those with special educational needs, more able pupils and the gifted and talented, make good progress with this rich, stimulating and challenging curriculum. They are becoming more reflective thinkers, seeing links between areas of learning and applying new skills across the curriculum. Although requirements have been interpreted in interesting and imaginative ways, the rigour of the National Curriculum has still been retained. This means that individual creativity can flourish and that good provision is made for the basic skills of literacy and numeracy.

24. The new curriculum model is based on six levelled modules which are taught over six terms. Children in Reception will, therefore, repeat the first three modules in Year 2. However, in the Reception class, they will be working on the Early Learning Goals and, by Year 2, would be working at least at Level 2 of the National Curriculum. These modules have been devised by analysing the Programmes of Study of the National Curriculum and grouping them into units that fit together easily. There are three 'split levels' in most units of work which are very specific to allow planning and assessment to be sharply defined in order to meet the individual needs of pupils. Notional time allocations are given in blocked units. Information and communication technology has a good profile across the school and physical education is taught separately. This innovative and flexible approach has resulted in wealth of opportunities to enhance learning across the curriculum. For example, as part of the 'Out and About' module for this autumn term, following their visit to Witley Common, children in the Reception class made 'computer leaves' and 'hibernating hedgehogs'. In both literacy and numeracy lessons, the Year 1 teacher was able to direct her pupils to their work in science with relevant links about the life cycle of the frog. The rich learning environment in a Year 1/2 class includes a 'creepy crawly corner' and, in their Starboard activities, pupils are invited to 'Guess the



Minibeast' or challenged, 'Can you make a bug?' They have also made minibeast passports in literacy and, in mathematics, have explored whether all minibeasts are symmetrical.

25. The curriculum is enriched by a good range of activities outside lessons. The school draws on the local environment as a rich resource. As well as visiting the common and the village, pupils are investigating the playground nearby and its facilities and practise early mapping skills. There are strong links with All Saints Church and the school has visited the ViVartis Exhibition which celebrates the work of local artists. The outdoor classroom is also used to enhance pupils' experiences and inspired Reception class's Nature collage. The school also draws on the expertise of visitors wherever possible including a saxophone quintet, the Pied Piper Theatre group, a printer, illustrator, author, fire service and police. Events such as the Alice in Wonderland activity for world book week, Back to the 50s Day, a science workshop with the museum and exploring Traveller culture help to bring learning to life for pupils. As part of their work during the summer term on 'Barnaby Bear', there were visits by a Caribbean storyteller, African vocalists and drummers, and an Indian dancer acting out Hindu stories. A parent cooked traditional Indian recipes for a school banquet and another parent helped pupils to experiment with Indian patterns and printmaking which resulted in the dramatic wall hangings in the hall. French and football clubs are well attended and pupils participate in the Godalming Music Festival. As part of its commitment to ongoing improvement, the school is investigating extending learning and provision outside the school day.

26. Now that this new skills based curriculum model has been implemented for one year, the school is more formally monitoring the curriculum through review, adaptation and development, to ensure that it meets the aptitudes, needs and interest of the pupils.

**The good quality of teaching and learning ensures that pupils are interested and involved in their lessons and achieve well as they move through the school.**

27. Overall, the quality of teaching and learning is good which means that pupils reach standards that promote their individual potential well. During the inspection, 15 lessons or parts of lessons were seen. Four were very good, six were good and five were satisfactory. These figures show a very good improvement from the previous inspection when two per cent of teaching was very good or better and nineteen per cent was less than satisfactory. The basic skills of reading, writing and number are taught well and account for pupils' good achievement. Staff work as a coordinated team and are thoughtful and analytical about their teaching because pupils' needs come first. The open and receptive way in which teachers welcomed feedback during the inspection and their readiness to accept, and act upon, constructive criticism showed their commitment to their own professional development. They are also willing to learn from each other and teachers and teaching assistants pay visits to other classrooms and give confidential feedback to the headteacher which is shared in non confrontational ways at inset meetings. The introduction of the new skills based curriculum model has enabled teachers to focus more specifically on teaching, to be more creative and reflective and to evaluate critically alternative strategies and different learning styles.

28. Good teaching and learning in the school are founded upon the joint planning sessions which also help to meet the diverse individual needs of pupils in the parallel mixed age classes and especially for Year 1 pupils who are in three different groups. At the pre inspection meeting, parents said that the school focused very specifically on the individual learning needs of their children. Teachers' positive attitudes are shown in the way that they have ignored the limitations imposed by the school buildings and site and have turned their classrooms into a rich learning environment with stimulating displays such as 'Creepy crawly corner' and 'How many frogs on a log?'

29. Many factors contribute to the good teaching but perhaps the most significant is teachers' high and clearly expressed expectations so that pupils of all abilities are challenged at their own level. In a Year 1/2 classroom, a poster urges pupils to be 'marvellous mathematicians' and 'wonderful writers'. It is also evident in teachers' strong emphasis on precise answers and correct use of subject vocabulary. In a Year 1 literacy lesson, the teacher insisted that pupils' descriptions of a frog must not be vague like 'I have big eyes'. As a result, pupils volunteered: 'I can, croak', 'I have webbed feet', 'I have a long slippery tongue'. Similarly, in a science lesson, a Year 1/2 teacher demanded that pupils should be young scientists and use specific language like 'criteria' and 'habitat'. She also introduced a note of humour to encourage pupils to be more rigorous in their scientific approach. They were told that they had to give some 'fascinating facts' about their insect to a stick puppet, 'Zorg an alien from Org' who had never seen such a small creature before. A sense of fun and energy also provided a good stimulus for learning in a Reception class phonics lesson when children chuckled as the puppet Molly mispronounced some words. In Year 1, pupils' cheerful singing of *Ten little speckled frogs* helped them to add a pair of numbers mentally to make ten. The complementary skills of the teachers and teaching assistants are also used to enliven pupils' learning, instil confidence and reinforce their attempts. In Reception, when a group of children were enthralled by an invitation to Biff and Chips' birthday party, the teaching assistants carefully noted their responses for future planning and both were fully prepared, related well to the children and extended language and social development very effectively. The lively interchange between the teacher and assistant in a Year 1/2 drama lesson expanded pupils' imaginations as they created their minibeast roles. Teachers also ask demanding questions which encourage pupils to work things out for themselves and to think how to frame their ideas. They usually keep up a brisk pace in lessons by their spirited, enthusiastic approach so that pupils remain eager and alert and cover a lot of ground. Teachers' clear instructions and fluent explanations also mean that pupils settle quickly to activities; no time is lost and learning is accelerated.

30. There are not many weaknesses in teaching. Some over direction limits pupils' independence to choose and experiment. At times, a few pupils are inattentive and this is not checked promptly enough by the teacher. Occasionally, the teacher does not adjust the pace of the lesson when the need arises. As a result, the level of demand placed on pupils is comfortable rather than challenging and they settle to a leisurely pace of working.

31. The quality of teaching and learning for pupils with special educational needs is the same as the rest of the school. Pupils' individual targets are well thought out and provide good guidance so that they make good progress both in their understanding of basic skills and in their growing confidence in their achievements. More able pupils and the gifted and talented also achieve well because they are identified at an early stage in the school and they are encouraged to deepen their knowledge through research and independent work.

32. Foremost among teachers' skills is the successful management of pupils' behaviour. Their relaxed and natural control of pupils in the classroom creates a happy, secure yet stimulating environment in which pupils feel valued, fairly treated and keen to do their best. They are not afraid to ask questions, express feelings, learn from their mistakes and say when they do not understand. Consequently, lessons are packed full of learning and pupils find them meaningful and exciting.

## **WHAT COULD BE IMPROVED**

### **The quality of outdoor learning opportunities for children in the Reception class.**

33. In general, children in the Reception class have an interesting range of well-planned and organised activities that are a springboard for their good achievement and prepare them well for the National Curriculum. The teacher has a good understanding of the needs of young children and supports, encourages and challenges them well while ensuring that opportunities for learning are tailored to their age and stage of development. There is a very strong emphasis on first hand experiences which enable children to develop their individual learning very effectively. They have the freedom to choose, explore creatively and initiate ideas of their own as well as receiving appropriately focused teaching. The well-organised routines enable children to become used to the pattern of the school day very quickly and to feel safe, secure and ready to learn. Pupils are making good progress in all areas of learning, except physical development, as a result of thoughtful, imaginative and confident teaching. In physical development, they are making sound progress in their physical control, mobility and awareness of space.

34. The teacher seeks to minimise the restrictions of the accommodation and the school is focusing on improvement in outdoor learning by planning across the areas of learning rather than just for physical development. However, there is no designated outside play area with direct access from the Reception classroom with a wider range of large apparatus or equipment. This means that children are not given an appropriate amount of challenge to gain confidence and extend their skills in climbing, balancing, clambering, manoeuvring large wheeled toys and moving energetically. They are unable to move spontaneously from the classroom to a creative play area outdoors as recommended in the curriculum for the Foundation Stage. This lack of an outdoor activity area, with free access from the classroom, limits children's large-scale movements and restricts the attainment of higher standards in physical development and aspects of social development.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

35. In order to improve further the quality of the education offered to the pupils the headteacher, staff and governors should:

**Improve the quality of the outside learning environment for children in the Reception class by:** (Paragraphs 33 and 34)

- providing a designated outdoor play area with direct access from the Reception classroom so that children can move easily and safely from one environment to another;
- ensuring that children have appropriate access to large play equipment to enhance their physical development and aspects of their social development.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	10

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	5	0	0	0
Percentage	0	27	40	33	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils known to be eligible for free school meals	1
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	5.4
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.06
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		Year	Boys	Girls	Total
		2002	21	18	39
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	19	19	19	
	Girls	17	17	17	
	Total	36	36	36	
Percentage of pupils at NC level 2 or above	School	92 (94)	92 (91)	92 (94)	
	National	84 (84)	86 (86)	90 (91)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	19	19	20	
	Girls	17	17	17	
	Total	36	36	37	
Percentage of pupils at NC level 2 or above	School	92 (94)	92 (97)	95 (97)	
	National	85 (85)	89 (89)	89 (89)	

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese

No of pupils on roll
68
0
2
0
0
0
0
0
0
0
0
0
0
0
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Any other ethnic group
No ethnic group recorded

0
1

0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	19.6
Average class size	25.5

#### **Education support staff: YR – Year 2**

Total number of education support staff	5
Total aggregate hours worked per week	92

FTE means full-time equivalent.

### **Financial information**

Financial year	2001-2002
	£
Total income	301112
Total expenditure	270755
Expenditure per pupil	2507
Balance brought forward from previous year	6398
Balance carried forward to next year	15106

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	94
Number of questionnaires returned	65

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	54	45	0	0	2
My child gets the right amount of work to do at home.	48	45	5	0	2
The teaching is good.	72	22	0	0	6
I am kept well informed about how my child is getting on.	56	34	3	0	6
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	59	36	0	0	5
The school works closely with parents.	68	32	0	0	0
The school is well led and managed.	89	9	0	0	2
The school is helping my child become mature and responsible.	74	23	0	0	3
The school provides an interesting range of activities outside lessons.	38	42	13	2	6

- The rows do not always total 100 per cent because of rounding