



Windlesham Village Infant School

Inspection Report

Unique Reference Number 124995
Local Authority Surrey
Inspection number 281856
Inspection date 12 October 2006
Reporting inspector Christopher Gray

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

Type of school	Infant	School address	School Road
School category	Community		Windlesham
Age range of pupils	4-7		GU20 6PD
Gender of pupils	Mixed	Telephone number	01276 472212
Number on roll (school)	93	Fax number	01276 451411
Appropriate authority	The governing body	Chair	Mrs Rose Halton
		Headteacher	Mrs Jacqui Hodge
Date of previous school inspection	20 November 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than most schools. Most pupils are of White British heritage and very few speak English as an additional language. Most pupils come from socially advantaged backgrounds. The school holds the following awards: Charter Mark, Basic Skills, Arts Mark, Investor in People and Healthy Schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The message comes across strongly that parents share this view. There was a large, very positive response to the parents' questionnaire. One parent wrote, 'We both feel privileged that our son has had such a fantastic start to his education'. Another commented, 'Windlesham is an excellent school with hard working, dedicated staff'. The school has an excellent partnership with parents and many of them respond by giving frequent help in classes. One parent praised the contribution of the Parent-Teachers' Association, not only in fund-raising but also in organising special events, such as the party for The Queen's 80th birthday.

Pupils' personal development and well-being are outstanding. Enjoyment is obvious in every room and all the children spoken to were adamant that they love school. Behaviour and the sense of responsibility towards others are excellent. Experiences such as being elected to the school council will stick with some children for life. Their knowledge and understanding of a healthy lifestyle have a genuine impact on their behaviour. One boy told the inspector, 'I try to get my mum to buy sprouts, but she doesn't'. They are very keen on exercise - football club is a great favourite of many, as is the 'energy' club.

Children in the Foundation Stage experience an excellent start to their education and make rapid progress in beginning to learn reading, writing and mathematics. Most children exceed the goals expected of them in these areas by the time they enter Year 1. In other aspects of learning, most reach and many exceed the expected targets.

By the end of Year 2, pupils reach very high standards in national tests. They exceed expectations in information and communication technology (ICT). Pupils' artwork is also of a high standard. Overall, this is outstanding achievement and is an excellent basis for future learning.

Pupils achieve highly because the school has very high expectations of what each pupil can achieve. Teaching is outstanding because teachers make rigorous use of the school's excellent tracking system to spot and remedy any falling off from these expectations. A current initiative is to extend this system to ICT, to bring standards in that subject up to the level of those in English, mathematics and science.

Outstanding leadership and management underpin the success of this school. The headteacher gives an exceptional lead in all areas of the school's work and makes exceptional use of her analysis of results to maintain high standards. She welcomes new initiatives and this inspires staff and governors to embrace change and use it for the benefit of the pupils. A good example is the way development planning and monitoring by staff and governors have been changed to fit directives from government concerning child development. The effectiveness of the school is summed up in the opinion of another parent: 'I only wish the school taught right the way through to Year 6'.

What the school should do to improve further

Self-evaluation is one of this school's many strengths. Rigorous use of this evaluation has meant that there are no major issues for development. The school's development plan has correctly identified the following area for improvement:

- Ensure that the new tracking system for ICT is used as rigorously as those for English, mathematics and science.

Achievement and standards

Grade: 1

Children begin in reception with above average skills overall, though average in communication, language and literacy and mathematical development. It is in these areas that they make most progress in Reception and standards are considerably above average by the time they enter Year 1. By the end of Year 2, standards in reading, writing and mathematics are very high. Progress is consistent throughout the school, in all classes and for all groups, as the school's tracking data clearly show. Boys' and girls' achievement is equally outstanding.

The school is filled with many examples of pupils' high-quality artwork and this makes an important contribution to the excellent learning environment which the visitor notices immediately. In the art area, a group of Year 1 pupils were observed learning about mixing colours by overlaying handprints of one colour on top of wet prints in another colour.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils know that the world is full of people with different views and backgrounds. One girl commented, 'Everyone can't be the same'. They show great consideration for others, as when one boy reminded another not to interrupt the speaker. One parent wrote, 'New arrivals are cared for by the others'. Pupils experience special moments in their learning, as when they visited the National Gallery to see the original of a Holbein picture they had spent a long time studying; they were amazed at its size. They know how to keep safe and insist that 'there are no bullies in this school, but some people are a little naughty sometimes'. They know how to react if any incidents should occur, however. Attendance is good and has improved since the last inspection. The only thing that stops it from being even better is the very few families who take term-time holidays.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Pupils learn so well because teachers expect high standards and accept nothing less. In a Year 1 and 2 history lesson, pupils were writing about Victorian children. There was an air of great concentration in the room as pupils described in their own words the differences between rich and poor. Earlier in the week, they had dressed up in period clothes, brought in by a visitor from a museum.

Teachers make very good use of interactive whiteboards to enliven learning and to clarify their teaching. In an ICT lesson for Year 1 and 2 pupils, the teacher used the interactive whiteboard extremely well to teach pupils how to edit text, making it bold, or changing the size and colour. The pupils were able to use the whiteboard themselves and this really brought home to them how to use icons and drop-down menus.

Pupils are set demanding targets and they can be seen consulting them. One boy defined them as 'things you have to try and do'. They understand how targets help them. A girl in Year 1 said, 'I'm getting much better at take-away sums'. Another said how her teacher's marking of her work helped her to remember 'to put the biggest number first'.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it captures pupils' enthusiasm for learning and responds well to individual needs. Creativity is at its heart and this makes an important contribution to pupils' personal development. Most pupils love the weekly 'Writers' Workshop' lessons where they produce large quantities of well-presented work. One boy described it as 'stories, letters or information'. Art is used as a stimulus to many activities, such as class discussion, writing or individual and group collage or painting. After-school clubs offer further enrichment, such as the popular French club.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. One of the school's great strengths is its comprehensive system of tracking pupils' progress. Termly assessments show how much progress has been made. If it is less than expected, action to remedy this is swift and effective, as observed in the intensive, focused support given to a small group of pupils outside their classroom. Where pupils have progressed well, targets for future learning are frequently revised upwards. The system is currently being extended to cover ICT with the same amount of rigour.

Procedures to ensure pupils' health and safety are effective and are more thorough than legally required. Standards of care and welfare are high, as shown by the comments

of a parent: 'I am impressed with the progress my child has made academically and also in teaching her to have confidence in herself'.

Leadership and management

Grade: 1

The headteacher is an exceptional leader whose dedication to her school inspires all staff, governors and volunteers to give all they can for the benefit of the pupils. This is seen in the detailed school development plan and the way it is regularly evaluated and revised as necessary. Governors are highly involved in this process and hold the school to account through their Raising Standards Group. The excellent partnerships with other institutions contribute to pupils' progress, from the links with feeder nurseries to the work with a secondary specialist sports college. The rigour and effectiveness of self-evaluation are evidence of the school's outstanding capacity to make further improvement, a capacity shared by all staff and governors.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I enjoyed my recent visit to your school and wish I could have spent longer there to meet all of you. All those I spoke to were welcoming, polite and friendly. You were also very helpful in my enquiries and I have quoted what some of you said in the main report. I wonder if any of you will recognise what you said?

You go to an outstanding school. Outstanding is another word for excellent, and your behaviour and hard work are two of the reasons it is so good. The new school councillors told me how most of you care about the happiness of others when you make good use of the friendship bench. When I spoke to children at lunchtime, I could see that you take healthy eating seriously. One boy told me, 'I eat broccoli and carrots'. You enjoy school enormously; I could see that even before you told me.

Your teachers do their best to give you an outstanding start to your schooling. They are very good at showing you how to improve and you are also very good at using your targets to make your work better. All adults set you good examples of hard work and you follow their example very well, as I could see in the great concentration you had in your lessons. There are many exciting things for you to do as well as your lessons. 'Energy' club is very popular, which shows how seriously you take exercise.

Your headteacher is outstanding too and is an excellent leader for your school. She and all the adults are constantly trying to make your school even better. One of the things they are doing at the moment is extending target setting to ICT, and I think this is a good idea. You will then know how well you are using computers and how to get even better.

I hope you continue to enjoy your time at Windlesham Village School.

Yours sincerely

Christopher Gray
Lead Inspector