



Horsell Village School

Inspection Report

Unique Reference Number 125080
LEA Surrey LEA
Inspection number 281879
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Margaret Coussins AI

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

Type of school	Infant	School address	Church Hill
School category	Community		Horsell
Age range of pupils	4 to 7		Woking GU21 4QQ
Gender of pupils	Mixed	Telephone number	01483 714804
Number on roll	267	Fax number	01483 769670
Appropriate authority	The governing body	Chair of governors	Ms Janice Worgan
Date of previous inspection	18 September 2000	Headteacher	Mrs Patricia Denison

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Introduction

The inspection was carried out by a team of three inspectors.

Description of the school

The school is situated in the village of Horsell, just outside Woking, serving a mixed but largely advantaged population. It is an average sized school. When children start school, their attainment is above average. The majority of children are of White British heritage with a small number from minority ethnic backgrounds. A small number of pupils have English as an additional language and very few of those are at an early stage of English language acquisition. The proportion of pupils who have free school meals is very low and the proportion of those with learning difficulties and disabilities is around the national average. The school has Investors in People accreditation and an Arts Mark award.

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 exceptional school. It provides a high quality education with many outstanding features. The headteacher's vision drives the work of the school and inspires staff and pupils alike. All staff share in the aim to give the very best for the children and are inspired to do this because of the headteacher's philosophy of developing teachers as leaders. This benefits the learners as shown by the excellent standards they achieve. Teaching is good. New staff are supported well by the headteacher and senior managers who share their expertise through a well established coaching and mentoring programme. The many innovative aspects of the curriculum are particular strengths and the school has rightly identified the need to carefully monitor these initiatives to ensure standards are maintained. Provision in the Foundation Stage is outstanding. Children receive a wealth of exciting and stimulating experiences which give them an exceptionally good start to school life. Parents are very pleased with school and the care their children receive. Senior managers know the school's many strengths, but underestimate its overall performance. There have been many changes and improvements since the previous inspection and the school is very well placed to continue its progress. It provides very good value for money.

What the school should do to improve further

* Continue rigorous monitoring of learning in the outdoor area to ensure the exceptional standards are maintained.

Achievement and standards

Grade: 1

The school says pupils achieve well, but inspection findings show that achievement is outstanding. The range of ability when children start school is broad but overall above average. Excellent progress is made in the Foundation Stage and when children enter Year 1, many have exceeded the goals they are expected to reach. By the time they leave the school, standards are well above average in reading and mathematics and very high in writing. A particular strength is the development of thinking, enquiry and investigation skills. Pupils with learning difficulties and those at an early stage of learning English make excellent progress because of the quality of the support they receive from teachers and teaching assistants. The school's rigorous analysis of data identifies children early on who need additional support to either help them catch up or to provide extra challenges to meet the school's high expectations. The artwork displayed around the school is of a very high quality and children's use of information and communications technology is very advanced.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils love being at school and are very enthusiastic about their learning. 'What do we like best about school? All of it!' Attendance is good and reflects their very positive views about the school and the work they do. Behaviour is good because the school gives high priority to children managing their own behaviour and being responsible for their own actions. They are encouraged to learn by enquiring, investigating and taking risks, which they are happy to do from the earliest age. Spiritual, moral, social and cultural development is very effective. 'Reflections' assemblies and storytelling provide children with opportunities to think about situations, actions and consequences and they very clearly understand the difference between right and wrong. Music and art feature strongly in children's lives at school, and they appreciate and recognise different forms and styles from a variety of different cultures. Their experiences at school fire their enthusiasm and give them high aspirations. They talk with unrestrained delight, not about painting a picture or doing science, but about being an artist or being a scientist. Healthy lifestyles are strongly promoted and even the youngest children understand why. 'We have fruit because it has vitamins in it and they make you nice and strong and healthy'. An exceptional provision is the time that children spend learning outside. For around half of the school day children are very active in the 'outside classrooms'. Children feel the school is a safe place and that there is always someone to turn to if they have a problem. Community links are strong and the school's success in developing excellent levels of basic skills and filling pupils with self-confidence prepares them extremely well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know how to challenge pupils of differing abilities and make lessons interesting, exciting and enjoyable. Teaching develops children's independence and their ability to learn through enquiry and investigation. There has been a high turnover of teaching staff and new teachers have strong support from senior managers with opportunities to observe their more experienced colleagues. Teachers and teaching assistants work alongside one another very effectively, a significant factor in the exceptional standards reached. Teachers are clear about what they want pupils to learn and lessons are well structured. They make very good use of the outside areas and the predominant view of the children is that learning is fun. Children are inspired by their teachers and want to work hard and do well. On attempting to engage a child in conversation, one inspector was very politely informed, 'I'm sorry, I can't stop now, I need to get on with this'. Teachers are continuing to adapt to the flexibility of the timetable and the extended use of outdoor space for learning. This is at an early stage and inspectors noted some time lost when pupils are moving between indoor and outdoor activities. As a result of the school's highly

effective assessment and tracking systems, teachers have a good understanding of how well pupils are doing and what they have learned. They are aware of pupils' differing needs and although much of the marking of work lets children know what they have achieved and how they might improve, this is not always the case. The well-trained and committed teaching assistants provide good quality support for individuals and groups of pupils.

Curriculum and other activities

Grade: 1

The school gives its children an interesting and stimulating curriculum which is enriched by an impressive range of after school clubs and is outstanding. The innovative approach to the provision is creative and well designed. The emphasis on developing children's enquiry and investigative skills is extremely effective in promoting children's creativity and imaginative skills. All pupils have many opportunities to work in the exciting outdoor areas, which greatly enrich the learning environment. The curriculum makes a significant contribution to pupils' personal development through the many opportunities for pupils to take part in physical activities and to work co-operatively. The range of activities provided in the curriculum is so varied, well planned and exciting that children are constantly eager to participate and know what is happening next and because of this they learn very effectively. The provision is further enriched by many exciting visits which are carefully built into the curriculum. Children remember their experiences out of school with pleasure. A recent trip to Kew Gardens was recalled, 'The glasshouse was wonderful. I loved the plants'.

Care, guidance and support

Grade: 1

Children are cared for exceptionally well and feel safe and secure and parents are confident that their children are well looked after. The school fulfils all requirements for health and safety and, as children spend so much time in the outdoor classrooms, ensures a good level of supervision. The outdoor classrooms are systematically checked and all risk assessments and child protection procedures are carried out in accordance with regulations. The school has good links with parents and has recently enhanced the school's website to improve the contact with parents who are unable to visit the school as frequently as others. There are excellent systems for tracking children's progress including those with learning difficulties and those who have English as an additional language (an issue at the last inspection).

Leadership and management

Grade: 1

Superb teamwork under the creative leadership of the headteacher means that the school makes a difference to children's development. The school judged leadership and management as good. Inspectors found it better than this with an excellent senior management team and governing body, who share the same vision and direction for

the school and make it an exciting place to be. There are high expectations of staff and children and a philosophy, which everyone is signed up to, that only the very best will do. Everyone knows the strengths of the school because of the good communication and evaluation procedures and yet there is no complacency and a constant drive to further improvement. The school is involved in many initiatives and developments, and other education professionals acknowledge the expertise of the headteacher. The school is very successful at attracting funding to resource the innovations in the curriculum, as well as the goodwill and expertise of parents and others in the community. The school has correctly identified the need to continue to monitor and evaluate its work with increased rigour to ensure that teaching gets even better and the exceptional standards are maintained.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school. We enjoyed meeting you and talking to some of you about your school.

We think your school is terrific! Everybody works together so well to make it a happy place where you can learn lots of new and exciting skills and subjects. Here are some of the things we especially liked:*

- * The exciting outdoor classrooms where you work and play so well and have so much fun learning
- * You work very hard and do exceptionally well with your reading and mathematics
- * The way your teachers and all the people who work with you in school help you to do your best
- * The way you look after yourselves and each other by behaving well and eating healthy snacks and fruit.

We would like the teachers to make sure that you carry on learning as well as you can. We know you will help Mrs Denison to make your school more wonderful than it already is. Thank you again for being so polite and friendly and looking after us so well on our visit.

Yours sincerely,

Margaret Coussins, Lead Inspector