



Chilworth CofE (Aided) Infant School

Inspection Report

Unique Reference Number 125167
LEA Surrey LEA
Inspection number 281904
Inspection dates 22 November 2005 to 23 November 2005
Reporting inspector Barbara Atcheson AI

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

Type of school	Infant	School address	Dorking Road
School category	Voluntary aided		Chilworth
Age range of pupils	4 to 7		Guildford GU4 8NP
Gender of pupils	Mixed	Telephone number	01483562476
Number on roll	80	Fax number	01483453291
Appropriate authority	The governing body	Chair of governors	Mrs Patricia Allen
Date of previous inspection	14 March 2000	Headteacher	Mrs Jane Sweeney

Age group 4 to 7	Inspection dates 22 November 2005 - 23 November 2005	Inspection number 281904
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Introduction

The inspection was carried out by one inspector.

Description of the school

This is a small Voluntary Aided Church of England school. The majority of pupils are from a white British background. The number of pupils with a statement of special need is above the national average, but the number of pupils eligible for free school meals are below the national average. A small proportion of the pupils live in socio-economic circumstances that are lower than usually found. Attainment on entry is in line with national expectations. The present headteacher was appointed one year ago following a period of instability and there has been a recent change in staffing.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides a very happy and harmonious learning atmosphere. The school was judged an effective school at the time of the last inspection. Since the last inspection there have been two changes of headteacher and a change in staffing. This gave rise to a period of instability when standards declined. The present headteacher, supported by the governors and local authority has had a considerable impact upon the effectiveness of the school's provision. Together, they have an accurate view of what the school needs to do to improve. Governors are very well-informed and have a major impact on the life and work of the school. The school is well placed to continue its progress. It provides good value for money. Children in the Foundation Stage get a good start to their schooling. Attainment on entry is broadly in line with expectations. Pupils make good progress to attain standards that are above the national average by the end of Year 2. A rigorous programme of monitoring and self evaluation has improved the quality of teaching and learning so that it is now good. Once checks on how pupils learn are rooted in everyday practice, pupils will have an even better idea of how to improve their work. Teachers must now implement a more systematic approach to assessment in science in order to improve standards. Subject leaders are new to their role. In order to become increasingly effective they must now gain a greater awareness of levels of attainment in their areas and take an active responsibility for raising standards. Attendance has improved and is now good. Pupils are well cared for and relationships are strong. The curriculum is good and has a positive impact on pupils' personal development. Parents are full of praise for a school that does so well for their children.

What the school should do to improve further

* Develop the role of the subject leader * Ensure that the good practice of keeping a check on what pupils learn becomes rooted in everyday practice* Implement a more systematic approach to assessment in science in order to improve standards.

Achievement and standards

Grade: 2

Achievement is good. Pupils' attainment when they start school is in line with national expectations. By the time they reach the end of Reception, they have made suitable progress and are in line to reach the goals expected. Standards have risen in the last year following a period of four years when the school experienced a decline. This is a direct result of improvements made to the quality of teaching and learning. Pupils at the end of Year 2 are attaining standards that are above the national average in reading, writing and mathematics. Pupils make good progress. Early identification of pupils who are underachieving and swift intervention to deal with the shortfall are having a consistently positive impact on standards. Effective provision for pupils with learning difficulties enables them to make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. The school is a happy community where pupils make notable progress. Pupils say 'everyone knows each other; it's like one big family'. They enjoy lessons and playtime, particularly the different activities that enhance their physical skills. Behaviour is good and the school strives to improve attendance which is good. Pupils' spiritual, moral, social and cultural development is good. They know their classroom rules and talk confidently about their special responsibilities. Pupils make good progress in learning about keeping safe and healthy. The school council gives pupils an influential voice and through it they develop responsible attitudes. They are particularly proud of the development of a quiet area in the playground. They consider the needs of members of the community and wider world issues well. They hold a grandparents day and invite local residents to the school harvest festival.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Staff changes and a rigorous programme of monitoring and self evaluation have had a direct result on improving the quality of teaching and learning and pupils now make good progress. Teachers are now using assessment to plan what pupils need to learn next and to track and monitor pupils' progress. Once this becomes rooted in everyday practice, pupils will have an even better idea of how to improve their work. Teachers must now implement a more systematic approach to assessment in science in order to improve standards. Teachers now know how to challenge pupils of differing abilities. Initiatives have been successfully introduced to improve writing skills, especially for boys. Teachers manage behaviour very well, with a consistent approach. All support staff are very effective in working with groups and individuals to ensure they make appropriate progress. Good quality displays, including many examples of collaborative work, value pupils' achievements and efforts.

Curriculum and other activities

Grade: 2

The school offers a good curriculum which meets pupils' needs effectively. In the Foundation Stage a rich range of experiences covers all aspects of learning well. The curriculum is regularly reviewed and topics changed to meet the needs of the pupils. For example the introduction of a topic on castles together with a visit to Arundle Castle was fundamental in motivating boys' writing and improving standards. Individual progress is now checked rigorously and provision adjusted accordingly. Specialist provision for pupils with learning difficulties ensures pupils' needs are met effectively. Pupils clearly understand why they need to eat healthy food. A visit from

'Freddy Fit' provided a memorable and an enjoyable learning experience. Pupils learn how to keep safe. Several visits and visitors and a good number of out of school clubs such as Spanish, football and choir contribute well to pupils' enjoyment and achievement.

Care, guidance and support

Grade: 2

The school provides good care, support and guidance for its pupils. This contributes effectively to their enjoyment in school and the progress they make. One parent says 'All the staff are very caring and concerned for the children's welfare and make a huge effort to make sure that children settle in well to the school environment'. Pupil confidence is clearly illustrated through the work of the school council. They are well aware of what makes a healthy lifestyle and where to seek help if they have a problem. Very strong support is provided for pupils with learning difficulties because all are well known to staff. Close links with relevant agencies help provide good support for vulnerable pupils. Occupational therapy helps pupils who need to develop their physical skills. This leads to increased confidence and helps them make good progress. Underachievement is quickly spotted and action taken, for instance in exploring the development of boys' writing skills.

Leadership and management

Grade: 2

Leadership and management of the school are good. Since the last inspection there have been two changes of headteacher. The present headteacher, supported by the governors and local authority, has had a considerable impact upon the effectiveness of the school's provision. Together, they have an accurate view of the school and what it needs to do to improve even further. Governors are very well-informed and have a major impact on the life and work of the school. The school development plan has proved to be a sharp tool for consistent improvement. It is monitored and evaluated. Initiatives are firmly underpinned with good quality training. As a result the quality of teaching and learning has improved. Tracking and monitoring of the progress that pupils make and a fast response to alter provision accordingly has resulted in an increased rate of progress and standards have risen. The headteacher has successfully created a common sense of purpose among staff and a unremitting campaign to raise standards and promote the well-being of all pupils. Good links with parents and outside agencies support the work of the school. Subject leaders are new to their role. In order to become increasingly effective they must now gain a greater awareness of levels of attainment in their areas and take an active responsibility for raising standards. The reorganisation of classes within the building has made the best use of the school's facilities. Resources are good and used effectively, in particular the new information and communication technology equipment which enhances the pupils' learning.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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 me so welcome when I visited your school, especially those of you who came to talk to me. I thought you would like to know what I liked about your school and how I thought it could get even better.

* your school is a very happy caring school* your teachers and teaching assistants work very hard to care for you, everyone is valued* they work very hard to make sure that you get the sort of help you need to help you learn* your headteacher runs the school well* you behave well and know your class rules and how to keep safe and stay healthy.

These are the things that I have asked the school to make it even better.* I have asked your teachers to keep a regular check what you are learning, how fast you are learning and how you might be able to learn even more * I have asked the teachers to keep a check on what you are learning in science so that they can help you learn even more in science* teachers in charge of subjects are always looking for ways to help you learn more and will be doing more of this in the near future.

Thank you once again for looking after me so well on my visit.

Mrs Barbara Atcheson

Lead Inspector