



Puttenham CofE Infant School

Inspection Report

Unique Reference Number 125195
LEA Surrey LEA
Inspection number 281913
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Sheila Nolan AI

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

Type of school	Infant	School address	School Lane
School category	Voluntary aided		Puttenham
Age range of pupils	4 to 7		Guildford GU3 1AS
Gender of pupils	Mixed	Telephone number	01483810317
Number on roll	99	Fax number	01483810052
Appropriate authority	The governing body	Chair of governors	Mrs L Muirhead
Date of previous inspection	16 October 2000	Headteacher	Mrs M L Dyer

Age group 4 to 7	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 281913
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Puttenham Church of England School is deeply rooted in the surrounding community. The school has celebrated its centenary very recently. This small school is much sought after by local families and remains oversubscribed despite population shifts in the area. The school supports a part-time reception class in some years. Almost all of the pupils are of White British descent. Very few have English as an additional language. A small percentage of pupils has been identified as having special educational needs but none has a Statement of Special Educational Need. Eligibility for free school meals is rare and there is little outward mobility. Over the summer break, the school completed successfully a substantial building and renovation programme without the benefit of a site manager.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Puttenham Church of England School is exceptionally effective and gives very good value for money. The school is very much better than appears from its self-critical and modest evaluation of its work. The in-depth self-evaluation promoted by the outstanding leadership and management is at the heart of the school's success. Governors support and challenge the school very well. Pupils achieve high standards across all areas of the curriculum and make very good progress from a marginally better than average attainment base on joining the school. Test results are in the top five per cent of schools nationally. Consistently good teaching and the high priority given to the care, support and guidance of the pupils are major contributory factors to the school's success. Parental support, high aspiration, and a willingness to contribute to all aspects of school life substantially enhance the quality of education. The school has demonstrated its very strong capacity to improve. Between successive inspections it has made significant progress and retains the intent to be even better. The last inspection found only minor areas for improvement, all of which have been tackled. Standards have continued to rise. Nevertheless, there are some lessons where there are too few adults to ensure all groups can make the very best use of their time. The school lacks sufficient resources for information and communication technology (ICT). Because of its rural location there are few links with schools in contrasting areas and potentially this could hamper pupils' understanding of the wide range of cultural traditions found in Britain today,

What the school should do to improve further

The school understands very well the steps it must take to sustain success and secure its future development and now should focus on: * extending the support available in lessons so that all groups can always make the best use of their time * improving resources for ICT * extending links with schools in contrasting locations

Achievement and standards

Grade: 1

Pupils achieve standards that are much higher than those expected nationally, meeting the very challenging targets set by the school. Consistently good teaching, well-considered interventions to improve writing and a high level of parental support have contributed to the school's academic success over several years. Those pupils joining the school's reception class begin with just above average skills. They make very good progress throughout the Foundation Stage, particularly in early reading and writing skills. In Years 1 and 2, pupils achieve very well and attain well above average test results in reading, writing and mathematics. The provisional test results for 2005 show further improvement on those of the previous year. Pupils sustained their high performance in reading and mathematics. Standards in writing improved substantially. Almost three quarters of the pupils gained the highest test levels available for their age group in reading, writing and mathematics. The very small number of pupils

accounts for the apparent gap between the results of boys and girls. Pupils with special educational needs achieve very well because of very good support. The school rightly judges that the few pupils for whom English is an additional language make rapid gains in fluency.

Personal development and well-being

Grade: 1

Pupils greatly enjoy school with its settled and very happy climate for learning. They attend very regularly and look forward to new discoveries each day. They are eager and confident learners. They take care to react safely around the site and are concerned, for example, that 'stones from the quiet garden should not cause falls'. The pupils benefit from the school's participation in a healthy eating project. Fruit, vegetables and milk are readily appreciated at breaks. Lunches are sensibly balanced. Because of parents' participation in the organic vegetables scheme, pupils are aware of the importance of where food is sourced. Pupils contribute very willingly to their school community. Older pupils nurture new arrivals, especially in the playground. Some report that friends from 'the big class' call to take them to school. Large numbers attend the gardening club, helping to keep the tubs and flower beds in bloom. The school's strong focus on basic skills, matched by wide-ranging opportunities that allow the gifts and talents of individual pupils to flourish provides a solid foundation for future economic well-being. Pupils' spiritual, moral, social and cultural development is outstanding. Parents and pupils report the school as a harmonious and joyful community with a strong Christian ethos. Assemblies involve pupils creatively in the liturgical cycle of the church. This is well complemented by a wide range of opportunities, including visiting speakers and exciting displays that stimulate the pupils' awareness of other cultures. Theatrical and musical activities, visits and special events such as Africa week, hop picking and local history studies complement the work in lessons. Pupils' behaviour is exceptional. There are only the rarest of minor infringements of the school's high expectations. Very positive relationships between pupils and with adults encourage their sense of right and wrong. They know the 'golden rules' for interacting with each other. Teachers and other adults provide very good models of how to treat each other. The school council provides an effective voice for the pupils so that they take their duties very seriously.

Quality of provision

Teaching and learning

Grade: 1

The school has rightly evaluated teaching as consistently good and sometimes excellent. Pupils are inspired to learn very well. The best teaching is underpinned by warm relationships, careful attention to the needs of individual pupils, and rigorous planning so that the pupils have a clear understanding of how lessons link together. Pupils of all levels are challenged to extend their thinking. There is a very strong emphasis on developing spoken and written communication skills. The new interactive white boards

are used enthusiastically and effectively by teachers to model and demonstrate concepts so that pupils enjoy learning and keenly participate in activities. Learning assistants and volunteers support learning well. However, despite teachers' extensive planning and the assistance of support staff, not all groups in all classes get sufficient attention in every lesson. This sometimes results in missed opportunities to put misunderstandings right immediately. Careful and frequent assessment mechanisms underpin teaching and learning in all subjects. Pupils are carefully tracked against targets and pupils' work is analysed to identify where teaching has not been fully effective. Alternative and additional resources and activities are found to improve perceived weaknesses. Pupils' writing, for example, improved markedly when describing and recording new ventures in pizza making at a local restaurant and 'time in custody' at the local police station.

Curriculum and other activities

Grade: 2

The curriculum is effectively planned. In the Foundation Stage, there is a good mix of independent and well-resourced activities as well as teacher-led sessions. Thorough planning enables teachers to meet the needs of pupils in Years 1 and 2. Recent building work has delayed the purchase of new computers. Currently there are too few to provide sufficient access for all pupils. The school recognises this shortcoming and has plans in hand for remedial action and to use ICT resources to boost its work in developing global citizens. The scope of activities beyond the school day includes a sensible choice for the age range: French; gardening; sports and dance. At this early stage of the term, pupils are already able to greet and ask simple questions related to age in French. The school intends to widen pupils' experience further by forming links with an inner city school. The school has excellent links with the local community. Visiting speakers regularly contribute to developing the pupils' communication skills. As a result, speaking and listening have improved as well as the pupils' confidence. The police community support officer is a frequent visitor. Village residents are regular contributors as are members of the parish. There is very good liaison with local nurseries and developing links with the most popular junior school. Partnership master classes are planned to extend gifted pupils.

Care, guidance and support

Grade: 1

Pupils are cared for exceptionally well. The school rightly judges that care for one another is central to its ethos and a dominant feature in its planning. The needs of individuals are addressed very successfully and pupils are confident learners because of well-focused support both within the classroom and from a range of volunteers. The pupils report that they are fairly treated and are clear as to the sanctions for misdemeanours. Through the school council, they join the staff in forming the behaviour rules for the school and in seeking to maintain the school as 'a very nice place to be'. The majority of parents are content with the information they receive about pupils' progress. Teachers keep accurate records of progress and use this information very

effectively to track achievement against challenging targets. Regular formal and informal opportunities are available for parents and teachers to meet, and written reports are clear and helpful. Health and safety routines and risk assessments are fully in place as are child protection procedures. Pupils report that they feel very safe and secure. Systems for First Aid, playtime and lunchtime supervision are well established. Pupils show a high level of responsibility in crossing the road to the village hall and in the use of equipment in the playground.

Leadership and management

Grade: 1

Outstanding leadership and management have been central to the school's continuing improvement over recent years. The dedication of the headteacher and staff has created a safe and happy school that works very well. The strong focus on care and personal development has enhanced the push to drive up standards. The school team strives very hard to keep a reasonable balance in an environment where pupils thrive. There is a strong culture of self-evaluation which is at times too modest. The school's evaluation underestimates its success. The views of parents and pupils are sought and any perceived weaknesses are remedied rapidly. Over two thirds of the parents returned questionnaires. They were overwhelmingly positive. Processes for monitoring achievement are rigorous and used well to pre-empt any likely underachievement. The Investors in People award has rightly recognised the school's commitment to staff development. Lesson monitoring information and data on pupils' performance are linked closely to performance management. Governance is excellent. An outstanding team under a very able chair are actively involved in all aspects of the life of the school. Financial management is robust and good consideration is given to long term management of the budget. Governors strike a happy balance between holding the school to account and not unnecessarily disturbing its smooth day-to-day running. All statutory responsibilities are met. Resources are carefully managed but in this small school there is never enough in the school budget to go round and staffing costs are high. Parents willingly generate additional income. The very committed staff team and volunteer helpers work hard together to overcome challenges occasioned by the lack of a caretaker, particularly during the recent building works. The new accommodation is of great benefit to the school, providing among other things for a dedicated library space. The school gives very good value for money.

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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	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	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?	1	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?	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	2	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

Following my visit to your school, I would like to thank you for making me very welcome and for taking care of me so well over the two days. I was very pleased to hear how much you enjoy school and to see how well you work in lessons.

I think you go to an exceptionally good school that not only helps you to learn very well, particularly in reading, writing and mathematics, but that also takes very good care of you. There are many other things that are good about your school but I would like to mention especially your teachers and the helpers who encourage you both in lessons and in the interesting clubs. You say that grown-ups listen to your ideas and that they will always help you whatever the reason. You enjoy your fresh fruit, vegetables and milk as well as your appetising meals. You behave very well and are rightly concerned that nobody should have play- time accidents or spoil the quiet garden by removing the stones. It is clear from what you said that you enjoy assemblies and are pleased when you or your friends are rewarded for good work or jobs done. You have done very well in looking after the new children joining your school. They look up to you. They told me how much they liked being looking after.

To make sure your school remains as good as it is now, it needs to: * find ways of getting more helpers in some classrooms* make sure you get more computers* help you to make links with children in schools different from your own.