

Chilworth CofE (Aided) Infant School

Inspection report

Unique Reference Number	125167
Local Authority	Surrey
Inspection number	328303
Inspection date	10 March 2009
Reporting inspector	Mary Summers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	65
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Patricia Allen
Headteacher	Mrs Jan Margaret Mackie
Date of previous school inspection	22 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dorking Road Chilworth Guildford GU4 8NP

Age group	4–7
Inspection date	10 March 2009
Inspection number	328303

Telephone number
Fax number

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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: standards in science and how well the new tracking procedures are contributing to raising pupils' achievement; the impact of subject coordinators on improving standards; and how well the school promotes community cohesion. Evidence was gathered from discussions with pupils, staff and governors and analysis of school documentation and of pupils' work. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This small school serves pupils from the village of Chilworth and a few neighbouring rural communities on the outskirts of Guildford. The vast majority of pupils come from White British backgrounds. Only a small proportion of pupils have learning difficulties, and these are often specifically associated with reading and writing. A very small proportion of pupils speak English as an additional language. Children in the Early Years Foundation Stage are catered for in a Reception class. They begin school in the September of the academic year in which they reach their fifth birthday. The school has gained a number of awards in recent years, including the Healthy School and Eco-Schools awards, and the Activemark. It was designated a Children's Centre in 2008. There have been major changes in staffing recently, including the appointment of a new headteacher who began in January 2008.

Chilworth Community Playgroup, which is privately run, uses the school premises on one morning a week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils. The headteacher gives a firm steer to the school's work, maintaining a clear and effective focus on raising standards. Her high expectations and rigorous monitoring of lessons mean that pupils enjoy a good quality of teaching throughout the school. She supports newly qualified teachers extremely well, giving them the confidence and skills necessary to meet pupils' needs successfully. This means that the more able pupils are challenged, and that pupils with specific learning difficulties are supported so that they can take the next steps in their learning.

Pupils achieve well throughout the school and reach standards that are above average for their age in the national assessments at the end of Year 2. A slight dip in the standards achieved last year by more able pupils in writing and mathematics has been successfully addressed this year. The headteacher introduced extremely thorough assessment procedures to track pupils' progress in reading, writing, mathematics and science. Half-termly progress meetings hold teachers to account for the progress of their pupils, and identify pupils who are at risk of falling behind. Action is taken rapidly to provide the right sort of support to help these pupils to catch up. A reading recovery programme, for example, is helping children with specific difficulties to take the next steps in this area of their learning.

Pupils' behaviour is excellent in lessons and around the school. Attendance is above average. Pupils talk enthusiastically about their work to support the school and the wider community. They take responsibilities seriously, for example as school councillors, and are proud of their fund-raising activities that support local, national and international charities. The achievement of the Healthy School Award has meant that pupils have an excellent understanding of how to maintain a healthy lifestyle, choosing healthy options for lunch and participating in a wide range of physical activities, both at lunchtime and after school. Pupils have gained the Eco-Schools Award as a result of their environmental work, including a recycling project. They know how to keep safe, and say that there is always an adult in school they can go to if they have any problems. Although pupils have positive attitudes, they lack initiative and independence in their learning, mainly because adults often provide too much direction rather than letting pupils work things out for themselves. Too many worksheets, for example, inhibit pupils' opportunities to set out their work in their own way. Nonetheless, their positive attitudes and good academic skills mean that pupils are well prepared for their future education.

The high proportion of newly qualified teachers on the staff team has made it difficult for the headteacher to fully distribute leadership responsibilities for the various subjects. However, a good start has been made, with some teachers and support staff developing an overview of provision and implementing useful programmes to extend the experiences given to pupils. Good work in science, for example, has led to the development of the new tracking and assessment procedures, which are clearly helping to raise standards. Physical education opportunities have been extended through a sports partnership with a local college, and this has had an excellent impact on pupils' understanding of health and fitness. However, there is no clear vision about how these and other subjects will improve in the future, or how developments will be monitored and evaluated.

Leaders have an accurate picture of the school community, including the different faiths, ethnicities and backgrounds of pupils. A wide range of experiences, including links with local churches and homes for the elderly, enables pupils to gain a very good understanding of their

own community. Well-established links with a school in Uganda have helped pupils to learn what life is like for pupils in a very different country. A simple plan is in place to extend these opportunities, but it lacks detail and clarity about how further links will be developed and their effectiveness evaluated.

Great care is taken to ensure that pupils are safe, secure and well cared for in school. All necessary checks are made before appointing new staff. The premises are very well maintained, and the local authority and governors carry out regular health and safety checks. Staff assess all risks carefully before taking pupils out on visits. However, some important documents about the safety aspects of the building are missing.

Overall, school leaders have an accurate view of the school's performance. Governors gain a good overview of the school's work through visits, meetings and regular feedback from the headteacher and coordinators. A few take a very active role in the life of the school, helping in class regularly and supporting school functions. They challenge the school about its performance and use funds wisely to support improvements to the premises and the curriculum.

The school values the support it receives from parents, including the Friends' Association, which raises a considerable amount of money to help finance important aspects of the curriculum and premises, for example the swimming pool. The vast majority of parents are very supportive of the school's work, especially appreciating the good levels of care provided to help their children flourish and achieve well. One echoed the views of many when she wrote: 'Despite the changes in staff recently, the school has gone from strength to strength. At every level the staff are committed and caring, and this is reflected in the progress and obvious happiness of the children.' The improvements in school performance to date, along with the headteacher's clarity of vision and successful management of staff, mean that the school is well placed to continue to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children start in Reception their attainment varies widely, but overall they have skills typical of four-year-olds. Good induction procedures mean they quickly settle in and begin to learn. During their early days at school, successful relationships are established with parents, and these form the basis of an effective partnership that continues right through the school. Children make good progress and enjoy all the activities organised for them. Most meet the goals expected nationally by the time they transfer to Year 1, and many exceed them. Children make especially good progress in literacy and numeracy because adults provide a wide range of opportunities for them to learn basic skills. They enjoy writing labels for their class museum and putting number cards in order. However, children's independence is often limited because adults direct activities too much.

Adults provide good levels of care, ensuring that children are safe and secure inside and outside the classroom. Adults are well qualified to administer first aid if the need arises. They keep a close check on children's progress and this helps them to target those who need extra support. However, this information is not analysed well enough to identify any weaknesses in provision so that appropriate action can be taken.

What the school should do to improve further

- Ensure that documents regarding the safety aspects of the premises are fully in place and reviewed regularly.

- Improve provision in the Early Years Foundation Stage, by analysing information more effectively and extending the opportunities, both here and in Years 1 and 2, for children to develop their independence.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

20 March 2009

Dear Pupils

Inspection of Chilworth CofE (Aided) Infant School, Guildford, GU4 8NP

Thank you for giving us such a warm welcome when we visited your school a short while ago. We enjoyed speaking to so many of you and looking at your work. Everything we saw and heard convinced us that you go to a good school. We were especially impressed with the way you are all so well behaved and kind to each other. You work hard in lessons, but are always ready to help others if necessary. You are very polite to each other and to all the adults. Your school is a really happy place.

You make good progress because teaching is good and you are all very keen to learn. The teachers work hard to make your lessons interesting and fun, and teach you things that will help you in the future. You have a really good understanding of how to keep fit and healthy, with most of you taking part in after-school sports activities.

The people in charge are doing a good job of running the school. They work hard to make sure that you all receive the education you deserve. However, we have asked them to make sure all the correct records are in order to show that they have carried out the necessary checks on the buildings and playground.

We have asked your teachers to give you more opportunities to learn and do things by yourselves, starting in Reception.

Thank you once again for being so welcoming, and we wish you good luck in the future.

Yours faithfully

Mrs Mary Summers

Lead Inspector