

Puttenham CofE Infant School

Inspection report

Unique Reference Number	125195
Local Authority	Surrey
Inspection number	328313
Inspection date	29 April 2009
Reporting inspector	Linda Kelsey HMI

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)	100
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 Averell Kingston
Headteacher	Mrs Lesley Dingley
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Puttenham Guildford GU3 1AS
Telephone number	01483 810317
Fax number	01483 810052

Age group	4–7
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- whether all groups and ages of pupils make the same good progress through the school
- if assessment is being used extensively in lessons to promote challenging work through good and/or outstanding teaching and an exciting, real and relevant curriculum
- whether the right, sustainable actions have/are being taken at all levels of leadership and how this has provided the challenge and impact to move the school even further forward.

The inspectors gathered evidence from discussions with pupils, staff and the chair of the governing body; observations of teaching and of pupils at work and at play; scrutiny of school documentation and self-evaluation; samples of pupils' work and an analysis of parents' questionnaires. Other aspects of the school's work were not inspected in detail, but the inspector 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

Located in a small rural village, the school takes pupils from a wide range of backgrounds and locations. Children join the school in Reception Year for Early Years Foundation Stage provision, with different experiences of pre-schooling at local nurseries and playschools, although some have attended neither. Almost all of the pupils are of White British background and none currently have English as an additional language. A small percentage of pupils have been identified as having learning difficulties and/or disabilities, but none has a statement of special educational needs. There are no pupils currently receiving a free school meal. The school has received awards for Healthy School, Eco Schools bronze and Activemark for Exceptional Delivery within the National Sport Strategy. They have outstanding achievement in all areas of the Investors in People 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 outstanding school achieves high standards for all its pupils. All aspects of the school are at least good and many are outstanding. All parents agree that the school is an excellent school for their children and many commented on how well their children do while at school. Typically parents commented that they cannot believe how fortunate they are to have such a good school in their village. As one said, 'A fantastic school, our children learn so much, not just educationally but manners etc. too. A wonderful team of professionals, well motivated, caring teachers create a very special place to learn where every child matters enormously.' All pupils achieve outstandingly well during their time at the school starting in the Early Years Foundation Stage with higher than average levels of ability and good maturity and attitudes to learning. Pupils continue to make outstanding progress through the school, so that by the time they leave at the end of Year 2 standards are high in reading, writing and mathematics. A high proportion of pupils achieve the higher levels in these subjects, often as many as three quarters of the class in reading and mathematics and over half in writing. This picture of high standards and outstanding achievement has been a consistent one since 2004 as pupils continue to reach or exceed the targets set for them. All pupils are extremely well prepared for their next stage of learning having gained skills in literacy, numeracy and information and communication technology that will benefit them for the future. Pupils' attitudes to learning are exemplary as they clearly enjoy coming to school. They know how to keep fit and healthy, participating in the regular exercises held each morning and knowing that a healthy meal is good for you at lunchtime. Many take the opportunity to have the delicious hot meals which are cooked on site each day. Milk and fruit is provided for all who want it each day. Attendance is above average, although there is an increase in the level of absenteeism this year as a result of more parents taking holidays during the school term. The school is seeking to minimise this with parents. The school has worked hard to improve punctuality, which was a problem, and now more children arrive in time for the start of the school day. Teaching is outstanding overall. Over a third of the teaching seen was excellent and explains why so many pupils do well at the school. Work for pupils is carefully planned and much of it is geared towards the individual ability of the pupils or small groups. Penetrating questions are asked of pupils to test their understanding and time spent in plenaries enables teachers and pupils to assess how well each one is doing. Teachers and classroom assistants prepare well for lessons, often use first-hand experience such as looking at caterpillars growing, or dressing up in Victorian costumes for the day. This really helps pupils to develop their understanding. Spiritual, moral, social and cultural development is outstanding. The local vicar is a frequent visitor to the school and is known well by the children as he regularly leads them in collective worship each week. Even the youngest children are aware of how to play and work together and most show remarkably mature attitudes and tolerance of each other. The school is working at further developing its links with communities and faiths outside the school through forging links with schools in other countries and planning local trips to a mosque nearby. Pupils feel safe and one pupil remarked that the school was 'just like home'. In classes there is very little fidgeting or bad behaviour as pupils listen quietly, respond politely and then get on diligently with what they have been asked to do. They work extremely well alone, or in pairs or small groups, listen carefully to each other's suggestions and respond with thoughtful answers when asked questions. Their level of language acquisition, numerical ability and skills with the computer are high. The rich and varied curriculum which includes trips outside the school, visitors to the school and many activities around the community and local area, results in high-quality work which is evident around the

school. The high quality of writing and artwork were displayed to celebrate these achievements around the school. Handwriting is very neat and well presented by all pupils, who clearly take a pride in their work and are also proud of their school. The outside learning areas are well organised and provide sensory gardens, allotments, play equipment, a pond, tennis court, swimming pool and playing fields. There are quiet areas for meetings and reflection. All is extremely well supervised by teachers and classroom assistants who work very well together, supporting and caring for the pupils. Care, guidance and support for pupils are outstanding. All safeguarding procedures are fully in place. Pupils know who to ask for help or if they are unwell or unhappy. This excellent well-run school is managed efficiently by the headteacher and senior staff. Governors and parents play an important role in challenging the school and holding it to account, but also recognise its success and popularity. Governors are well informed through their committees and regular meetings and self-evaluation is highly accurate and fair about the school's strengths and weaknesses. No one is complacent about the school's success and all recognise that there is always improvement to be made as well as high standards to be maintained. The school has excellent capacity for further and continued improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for the Early Years Foundation Stage is good overall. It also has some outstanding features. Children make good progress in the Early Years Foundation Stage, coming from a wide range of pre-school settings and playgroups. Reception children are provided for in two classrooms, one of which has a mixed-age range of the older Reception age and the youngest Year 1 children. The youngest children have a purpose-built classroom with easy access to the outside for further curriculum activities. The mixed-age class also has access to the outside playground area at all times. However, although teachers plan for these times outside the classroom and escort pupils for activities out there, children are not free to make that choice themselves if it is not the time for their group. This limits their independence. All children are actively engaged in learning through play and make choices about what they want to do when they have time either inside or out the classroom. They work and play extremely well together and are ready to share things with each other. Resources are very well organised to meet these needs. Teachers plan and cover the six areas of learning very well. The welfare, care and guidance for pupils are outstanding. There are effective links with parents; many commented on how well their children settle in class and how happy they were to be at school.

What the school should do to improve further

- Ensure that all groups of Reception age children have free and unlimited access to the outside so that they can choose where they want to work and play.
- Monitor the level of absenteeism in the school, and take steps to ensure that this is reduced as soon as possible so that pupils benefit from the maximum time at school and learn good work ethos for the future.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	1

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 May 2009

Dear Children

Inspection of Puttenham CofE Infant School, Guildford, GU3 1AS

Thank you so much for welcoming me to your school. I enjoyed talking to many of you at lunchtime, in your classroom and during playtime outside. Your school is outstanding which means it 'stands out' as being very special. Many of your parents agree with me and are very pleased that you are able to go to such a special and beautiful place. I know many of you are very proud of your school. I was pleased to see so many happy and smiling faces around the school, but also saw how hard you work when you are in your classrooms. Your teachers, assistant teachers and headteacher work very hard to provide you with very good lessons and as a result many of you do very well in your assessments when you are seven-year-olds. This prepares you very well for your next school because you are also very good at getting on with each other. Your behaviour and attitude to hard work is exemplary and you are a credit to your parents and the teachers at the school. Your handwriting, artwork and stories are some of the best I have seen. You are also keen to get going on your allotments and have great ambition to grow your vegetables for the table. How lovely to see so many of you enjoying a cooked meal at lunchtime, because it is good for you. We have asked the school to improve a couple of things. Some of you take holidays during term time and this has meant you miss out on valuable experiences that may not get repeated. We have asked the school to monitor this more carefully and you can help by making sure it happens less often. We have also asked that the very youngest children can choose when they work outside, with supervision, as they should be able to do important pieces of work just as well outside. I hope you continue to give good suggestions to the school and I wish you all the best for your future health and happiness.

Yours faithfully

Linda Kelsey

Her Majesty's Inspector