

# Shalford Infant School

## Inspection report

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<b>Unique Reference Number</b>	124992
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340693
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Barbara Atcheson

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Moldon
<b>Headteacher</b>	Caroline Herlihy
<b>Date of previous school inspection</b>	5 July 2007
<b>School address</b>	Station Row Guildford GU4 8BY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed four teachers. They also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, governors' minutes, planning documents, pupils' work, and questionnaires returned from pupils, staff and 63 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of improvements in the teaching of mathematics and their impact on pupils' performance
- the impact of staff training on the learning and progress of children in the Early Years Foundation Stage
- the degree of rigour with which the school monitors and evaluates its work.

## Information about the school

The school is smaller than most infant schools. Almost all of the pupils are of White British heritage. Just over one tenth of the pupils have special educational needs and/or disabilities, a below average proportion. Their needs mainly relate to speech, language and communication or behavioural and emotional difficulties. Very few of the pupils are believed to be eligible for free school meals. This is also lower than average. Pupils are organised into three classes, one for each year group. Children in the Early Years Foundation Stage go into one Reception class. The school has achieved the intermediate International Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The school provides an outstanding education for its pupils. The headteacher's inspirational leadership enthuses others to have high aspirations for themselves and their pupils and to use innovative practice to ensure pupils are given the best opportunities to reach their full potential. All staff provide an outstanding level of care, guidance and support. The school has a warm, welcoming, stimulating environment, where pupils feel safe, secure and ready to learn. This is reflected in the pupils' outstanding behaviour and above average attendance. Parents appreciate this care and have overwhelmingly positive views about what the school does for their children. The views of one parent are typical of many: 'It is a wonderful nurturing environment where all children are valued and supported.'

Pupils make good progress because teachers use pupils' own interests as starting points and turn them into memorable experiences which deepen their learning. Then they skilfully weave in the important steps that ensure that pupils build successfully on what they know and can do. Pupils' knowledge of their own learning is so secure that even the youngest children ask for help, think hard, share ideas, and never give up. They consider their work with their teachers and set their own challenging targets. As a result, pupils at the end of Year 2 have reached levels that are significantly above average for the last five years, despite entering the school with skills and abilities that were broadly at the levels expected nationally. They have an excellent start to their education in the friendly, safe atmosphere that surrounds them in the Reception class. Teaching is good with some outstanding elements. Where teaching is outstanding it highly effectively inspires pupils and ensures that they learn at a brisk pace. Very effective systems are in place to address any weaknesses in teaching and ensure that new staff get the support they need to meet the school's consistently high expectations. Highly successful actions have been taken to address deficiencies, based on a clear and accurate review of the school's performance. This has ensured continuing developments which have improved the performance of boys, strengthened achievement in writing and mathematics, and increased the proportion of more able pupils reaching the higher Level 3 in reading, writing and mathematics to levels which are significantly higher than average. These actions have not only very successfully addressed the issues from the previous inspection report, but also confirm the school's outstanding capacity to continue improving.

The school has overcome the difficulties posed by its small size, where too many responsibilities rest on too few shoulders. Leaders, teachers and governors are organised in teams as 'Leaders of Learning'. This provides a high level of accountability and ensures that if any staff changes occur, the school is not bereft of a vital

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component. The Leaders of Learning have focused on building a cohesive community within the school and done some important work to gain the intermediate International Award, but their plans to widen their commitment to community cohesion are still at an early stage of implementation and they recognise that pupils do not get enough direct experience of multicultural diversity within this country.

**What does the school need to do to improve further?**

- By September 2011, improve pupils' awareness of the cultural diversity in the United Kingdom by ensuring that pupils can gain first-hand experience of meeting pupils from other backgrounds and cultures.

**Outcomes for individuals and groups of pupils****1**

A key factor in the success of all pupils is their obvious enjoyment of learning, particularly where they play an active role. This was seen very clearly when the Year 2 pupils, who had been wondering where their water came from, devised an experiment to find the best filter for muddy water. They talked knowledgeably amongst themselves as they set about their task. The teacher and teaching assistant were always on hand to ensure accuracy and to ask the well-framed questions which gave pupils pause for thought and deepened their understanding. When questioned about why the learning was so exciting, one boy pointed to what they were doing and said, 'The results! We had no idea it would be the kitchen paper, we thought it would be cotton wool because it was thicker.'

The 'maths journals' that pupils use at home give them the opportunity to practise and perfect their skills in practical ways. The journals have played a significant part in boosting attainment and progress in mathematics, particularly for boys. Parent workshops ensured that parents and carers knew what was expected and how to approach the work, and as a result they now play an even more important part in supporting their children's learning. Pupils with special educational needs and/or disabilities make good progress as a result of the effective support they receive in the classroom.

Pupils work and play harmoniously. Attendance rates are high because pupils love coming to school, and even want to come when they are ill. The home-school link worker has provided welcome support for families who are new to the school and as a result these children attend school regularly. Pupils' behaviour is exemplary. They are polite and have positive attitudes towards learning, readily taking responsibility for their own learning, self-correcting and always trying to improve. They are emphatic that there is no bullying and know that there will always be someone who will listen to them. Pupils are very knowledgeable about how to stay safe. They are well versed in the need for hygiene, for example, when preparing their fruit salad. Pupils talk happily about their preference to lead a healthy lifestyle, riding their bicycles and enjoying the fruit and vegetables they grow in the school garden. They are proud to be members of the school council, and of the part they are playing in getting more equipment for the school

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playground.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers themselves not only display good subject knowledge and understanding, but are also skilled at using this to structure learning so that pupils build securely on what they have done before. They also know the pupils very well and as a result learning is well tailored to their needs. In a Year 2 lesson, pupils really enjoyed negotiating the number of syllables in each line of their Haiku poems, correcting each other and improving their own work in a skilful way. Some teaching is outstanding and, in such cases, learning moves at a fast pace, with not a moment wasted. However, there are a few occasions when teachers talk slightly longer than they need to, or a task goes on for too long and pupils' attention wavers.

The revised curriculum is very well matched to pupils' needs because pupils are leading their own learning through their own spheres of interest. Cross-curricular work gives pupils the opportunity to make links in their learning. For example, pupils in a Year 1 design and technology lesson used their skills in literacy to devise lists of the equipment

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and fruit needed and what they needed to do in order to make a fruit salad. The extremely high level of care, guidance and support enjoyed by all pupils and their families ensures that every pupil participates fully in all aspects of school life. External support is sought quickly when needed to improve the learning and well-being of the pupils and help families when they have to face difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's clear vision and passion for improvement are shared by the whole school community. Leadership and management are distributed across all levels of the school, and because there is such a high level of commitment and unity, this powerful tool drives improvement and embeds ambition in an outstanding way. This has enabled the school to build securely on its success, year on year. The quality of teaching and learning is monitored in a very productive way. This gives strong and effective guidance that enables teachers to improve their practice. All teachers are held to account through pupil progress meetings, where the school's accurate tracking system highlights any underperformance.

The school's commitment to secure equal opportunities and tackle discrimination is outstanding. The recent work that has been done to improve the performance of boys has had a positive impact on their achievement. At the same time, staff have also been sensitive to the necessity to meet the needs of girls. The outstanding work done with vulnerable pupils and their families ensures that they benefit from all that the school has to offer. As a result of an increased challenge for more able pupils, a significantly higher than average proportion reach Level 3 at the end of Year 2.

Governors make sure that they are well informed and know the school well. They challenge and support where and when necessary. They play an important role in the school's strategic 'Leaders of Learning' teams and monitor and evaluate the work of the school rigorously. Procedures for safeguarding are outstanding, and this ensures that all pupils feel very safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are very secure and updated regularly. The school's commitment to promote community cohesion is good and consequently the school is a cohesive community where pupils play and work happily, and learn about and respect the beliefs of others. Although much is in place, the school realises that the links it has with a

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school in different circumstances are not used well enough to ensure that pupils can gain first-hand experience of what life is like for pupils from other backgrounds and cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make excellent progress in the Early Years Foundation Stage so that the majority reach levels that are above those expected by the time they enter Year 1. Children settle quickly to the welcoming atmosphere because personal development is very good, relationships are strong and children are very well cared for. Staff foster positive attitudes to learning and, as a result, children behave exceptionally well, are confident and sustain their concentration well. Daily letter sounds help children to make great strides in the language development and a high level of challenge and an insistence on accuracy mean that children's learning is secure.

Children know that they need to guard against the sun as they wear their sun cream and sunhats when enjoying the well-structured activities on offer outside. The positive impact of staff training to meet the needs of the large number of boys in the current class has meant that all boys are highly engaged in their learning and make progress at a faster rate. They enjoy the garage outside, and the many mathematical opportunities that the bus station offers. Girls are not left out and enjoy these and many other exciting activities on offer, such as the challenge of estimating the number of cups that can be filled from a large bottle for 'Teddy's Tea Party'. Children in Reception also have a very good knowledge and understanding of their learning. They set their own targets. For example, one girl was discussing how to improve her work with the teacher. She



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decided that she needed to put 'finger spaces' between words. Once she had accomplished this, the teacher asked what she needed to do next. 'Write more than one sentence so that I can do more finger spaces' was the prompt reply.

The leader of the Early Years Foundation Stage has high aspirations for the children and a strong commitment to continuous improvement. Children's needs are exceptionally well met and the whole team are most effectively focused on helping children to develop, promoting their welfare and ensuring that partnerships with parents and safeguarding procedures are paramount.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The overwhelming majority of parents and carers who responded to the questionnaire were positive about all aspects of school life. A very small minority indicated that they thought that unacceptable behaviour was not well managed. However, evidence from the inspection shows that the school successfully manages pupils who need support with behavioural problems with patience and is wholly inclusive in its attitudes. As a result, the behaviour seen was outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shalford Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	79	13	21	0	0	0	0
The school keeps my child safe	49	78	13	21	1	2	0	0
The school informs me about my child's progress	30	48	29	46	1	3	0	0
My child is making enough progress at this school	29	46	31	49	2	3	1	2
The teaching is good at this school	39	62	22	35	0	0	1	2
The school helps me to support my child's learning	45	71	15	24	3	5	0	0
The school helps my child to have a healthy lifestyle	42	67	21	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	68	17	27	1	2	1	2
The school meets my child's particular needs	35	56	24	38	2	3	0	0
The school deals effectively with unacceptable behaviour	32	51	21	33	7	11	1	2
The school takes account of my suggestions and concerns	34	54	25	40	1	2	2	3
The school is led and managed effectively	48	76	12	19	1	2	1	2
Overall, I am happy with my child's experience at this school	49	78	13	21	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils

Inspection of Shalford Infant School, Guildford GU4 8BY

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. You will not be surprised to learn that we think your school gives you an outstanding standard of education and there are lots of things your school does very well. These are the main things that helped us come to this conclusion.

- The Reception class gives children an excellent, happy and settled start to their school life.
- You really enjoy school, behave extremely well and are keen to come to school regularly.
- Teaching is good. Teachers work hard to make learning fun and involve everyone properly.
- You work hard in lessons and make good progress.
- The school provides exciting lessons and an interesting range of extra activities.
- You have a very good understanding of healthy lifestyles and really know how to keep safe.
- The teachers look after you very well.
- Your headteacher and staff are keen that you do well, and have made sure that the school is very safe and they are working hard to make learning better for you.

We have asked the school to do one thing to improve.

- Increase the opportunities for you all to gain first-hand experience of meeting people from other backgrounds and cultures so that you learn more about them.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future

Yours sincerely

Barbara Atcheson

Lead inspector

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