

Witley Church of England Controlled Infant School

Inspection report

Unique Reference Number	125159
Local Authority	Surrey
Inspection number	340732
Inspection dates	23–24 November 2009
Reporting inspector	Mike Capper

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	David Day
Headteacher	Jillian Storey
Date of previous school inspection	6 October 2006
School address	Church Lane Witley Godalming GU8 5PN
Telephone number	01428 682420
Fax number	01428 685094
Email address	info@witley.surrey.sch.uk

Age group	3–7
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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons or parts of lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies, and samples of pupils' work. They analysed questionnaires from staff, as well as 43 questionnaires returned by parents of children in the school.

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

- how well recent improvements in attainment are being maintained in the current year
- how well pupils learn to use modern technology across the curriculum
- how effectively leaders at all levels monitor the work of the school and provide challenge
- how much pupils enjoy school, learn about the cultural diversity of modern society and understand how they can improve their work.

Information about the school

Most pupils come to this small rural school from the local village. The proportion identified as having special educational needs and/or disabilities is below average. Virtually all pupils are from White British families. Children in the Early Years Foundation Stage are taught in a single-age Reception class.

The school has an Activemark for its work in physical education as well as Healthy School accreditation.

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?

2

The school's capacity for sustained improvement

2

Main findings

One parent accurately captured the essence of this good school when commenting that 'it is fun, inviting and full of exciting experiences'. Pupils' achievement is good because they are taught well most of the time and develop a love of learning. The sense of partnership across the whole-school community is very strong and the school engages very effectively with parents.

Children get off to a good start in the Early Years Foundation Stage where they benefit from a rich curriculum. Pupils continue to make good progress in lessons in the rest of the school and attainment is above average by the end of Year 2. Over the last two years, leaders have responded very effectively to a downward trend in attainment and the significant improvement seen in national assessments at the end of Year 2 in 2009, especially in reading and writing is being maintained and strengthened in the current year.

Adults provide outstanding care for the pupils and ensure that they become very responsible citizens. Pupils develop good confidence and are prepared well for the next stage of their education. They have an outstanding understanding of how to stay safe and healthy, as demonstrated by the school's success in gaining Activemark and Healthy School awards. Pupils talk knowledgeably about the importance of eating a balanced diet and of the dangers they may face in the wider world. Pupils make an excellent contribution to the community by taking part in local events and working very closely with other schools and groups. Pupils' awareness of the importance of looking after the planet for future generations is very good, as can be seen by the commitments they make on 'The Promise Tree' where they say what they are going to improve the environment. Pupils' cultural awareness is also very strong. Well-planned visits mean that pupils are very clear about the multicultural nature of modern Britain and they show wonderful respect for the beliefs of others, for example talking very positively about a recent visit to a synagogue.

Teachers get on very well with the pupils and they make learning fun. This ensures that pupils thoroughly enjoy school and are keen to do their best. Teachers plan carefully for lessons. Nevertheless, in some lessons in Key Stage 1 when the work was not pitched at the right level for all pupils, the pace of learning slowed. Pupils behave well and are polite and courteous. However, occasionally they become overexcited during whole-class sessions at the start of lessons, especially when the teacher has not made expectations for how they should respond clear enough. The pupils' use of information and communication technology is developing well. The school has recently purchased new laptops and, rightly, they are now focusing on ensuring that these are used to best effect across all subjects, to support learning and to improve computing skills even more

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quickly.

The school is successful because there is a very clear understanding of the school's priorities for development based on thorough systems for checking effectiveness. Leaders monitor provision carefully and challenge staff and pupils to improve when it is needed; any weaknesses are attacked with rigour by leaders. For example, the school has very successfully improved attainment in English and closed the gap between reading and writing by adopting a new approach to the teaching of writing skills. Leaders are not complacent and know that the next step in improving writing is to ensure that pupils get more opportunities to practise and improve their skills by using them more in topic work. At the moment, this is a relative weakness in an otherwise good curriculum. The school has a clear vision for the next stage of its development and has demonstrated strong capacity for further improvement in the way that it has raised attainment again so that it is well placed to realise these aspirations.

What does the school need to do to improve further?

- Increase the amount of good teaching in Key Stage 1 by:
 - ensuring that work is always pitched at the right level for all pupils
 - ensuring that expectations for how pupils should respond during whole-class sessions are clearly understood and followed.
- Give pupils more opportunities to practise and improve their computing and writing skills by using them with greater frequency to support learning in topic work.

Outcomes for individuals and groups of pupils**2**

Pupils' thorough enjoyment of school is reflected in their above-average rates of attendance. Pupils make good progress in the majority of lessons; they are hard working and have positive attitudes towards learning. In a good Year 2 numeracy lesson, pupils made quick progress in improving multiplication skills because the activity was made purposeful by talking about how to share a plate of sweets between friends. In a history lesson in Year 1, pupils extended their knowledge of the causes of the Fire of London by looking at paintings, drawing and diaries from the time. In a satisfactory literacy lesson, the pace of learning was slowed because pupils called out answers in whole-class discussions and work did not provide the right levels of challenge for all.

The above average attainment seen in national assessments at the end of Year 2 is also evident in pupils' current work. Pupils with special educational needs and/or disabilities are given good support and, as a result, make good progress in lessons.

Pupils learn to take very good care of each other and are keen to raise funds for those less fortunate than themselves. They carefully consider moral issues. For example, they recently wrote to the Prime Minister to raise awareness of a national campaign to help children in less developed countries receive an education. Likewise they engaged in good discussions on the issue when a local Member of Parliament visited the school. Pupils very keenly take responsibility and there is a successful school council. Councillors

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speaking confidently about how their work is improving the school; they have recently been involved in looking at the school's bullying policy as part of an anti-bullying week. Consequently, pupils are very aware of what to do if they have a worry and they say that concerns are tackled very quickly.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Excellent pastoral care supports pupils' personal development successfully. There is a family atmosphere in school and members of staff know the pupils and their families extremely well. There is always an adult available for pupils to talk to if they are having problems so that they can be resolved quickly. The school has an excellent partnership with others and use this well to find additional help when it is needed. Adults make very sharp use of data to identify any pupils who are in danger of falling behind in their work. Such pupils are given good support and guidance in lessons, ensuring that they soon get back on track.

Good teaching helps pupils to learn well most of the time and there is a happy working atmosphere in lessons. Teachers make good use of interactive whiteboards to support

¹ 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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learning and to bring subjects alive, for example to show different shapes. Skilled teaching assistants give good support to pupils. Teachers are making increasingly sharp use of assessments of pupils' attainment to plan what to teach next, although there are still occasions when work does not build well enough on previous learning. Teachers help pupils to understand how they can improve their work. They often write helpful comments in books to identify what could be improved, especially in writing books, and pupils are given targets to aim at, although they cannot always talk confidently about what these are.

The curriculum promotes basic skills well and it is enriched very effectively through an exciting range of visits and visitors, as well as a good number of clubs for a small school. Sports activities and links with other local schools through a sports partnership contribute well to the pupils' knowledge of the importance of exercise. There are some good examples of cross-curricular work on display; for example, pupils in Year 2 show good skills when writing newspaper reports in history lessons. Nevertheless, there are still too few opportunities for pupils to practise and improve their writing and computing skills by using them in topic work.

These are the grades for the quality of provision

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

How effective are leadership and management?

This is a school that continues to move forward. The headteacher has created an ethos in which all members of the school community are valued and respected and her ambitions for improvement are shared by all staff. The strong teamwork seen across the school means that there is a good drive for improvement that is supported well by governors. Although there are many new governors on the governing body, this change has been managed very well. Training and mentoring has been used very effectively to ensure that new governors quickly get up to speed with their responsibilities and they continue to provide good challenge to the school.

The school promotes equality successfully. Leaders are doing the right things to iron out the remaining inconsistencies in teaching so that all pupils do equally well in all lessons. There is no discrimination because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. There are extremely close links with the local community and pupils learn a lot about life beyond Witley. Leaders are now working to develop links with a school in a different part of the United Kingdom to strengthen provision in this area even further.

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There are good safeguarding procedures in place that meet statutory requirements. Adults are vigilant in identifying and responding to any potential dangers that pupils may encounter. Leaders have updated most of the school's policies and procedures so that they reflect current guidelines and they record in detail any action taken when a concern arises.

These are the grades for leadership and management

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

Early Years Foundation Stage

'My son has only been at school since September but really adores it and talks about it all of the time.' This comment from a parent sums up their positive views of the good provision in the Reception class. Good teaching and learning ensure that children achieve well. When children start school, most are working at the levels typically expected for their age, although there is some variation from year to year because of the relatively small size of groups. Children make good progress and attainment rises to above-average levels by the start of Year 1. Children make especially good progress in personal, social and emotional development because all adults give their welfare a high priority and provide calm and sensitive support when it is needed. As a result, children develop good levels of confidence and independence and quickly learn to work together and to take turns. In lessons, members of staff explain tasks clearly, enabling children to gain good knowledge and to become confident about asking questions. They provide good challenge most of the time, although occasionally opportunities are missed to move learning on more quickly when children are working independently. There is an excellent curriculum, with a well-resourced outdoor area used well to support learning. Role play such as the 'dolphin class church' is used very effectively to promote speaking

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skills and to help children learn about their own and other cultures.

Good leadership and management ensure that provision is reviewed regularly and action taken as needed to ensure improvement. Leaders are now rightly working to improve children's calculation skills by ensuring that opportunities to count are built into learning throughout the school day.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost unanimously delighted with the school and the way it supports their children. Their views are typically summed up in comments such as, 'Witley is a very happy school in the heart of the community' and 'It is a well managed school, full of opportunities which my child is always happy to come to.' Inspectors agree with these comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Witley CE Controlled 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	86	5	12	0	0	1	2
The school keeps my child safe	38	88	4	9	1	2	0	0
The school informs me about my child's progress	30	70	13	30	0	0	0	0
My child is making enough progress at this school	35	81	7	16	1	2	0	0
The teaching is good at this school	35	81	8	19	0	0	0	0
The school helps me to support my child's learning	35	74	11	26	0	0	0	0
The school helps my child to have a healthy lifestyle	31	72	11	26	1	2	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)	29	67	10	23	0	0	1	2
The school meets my child's particular needs	32	74	10	23	0	0	1	2
The school deals effectively with unacceptable behaviour	24	56	16	37	0	0	1	2
The school takes account of my suggestions and concerns	21	49	20	47	1	2	1	2
The school is led and managed effectively	26	60	17	40	0	0	0	0
Overall, I am happy with my child's experience at this school	36	84	6	14	0	0	1	2

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 November 2009

Dear Children

Inspection of Witley CE Controlled Infant School, Godalming GU8 5PN

On behalf of the inspection team I would like to thank you for welcoming us to your school and for showing me your work. You were very polite and friendly and we enjoyed talking to you. We agree with you that your school is good and that you learn new things quickly.

Some of the things we found out about your school:

- Children in the Reception class settle very quickly and make good progress. You are very friendly and welcoming and work hard both indoors and outdoors.
- In Years 1 and 2, good teaching helps you to make good progress most of the time.
- You really enjoy school because adults make learning exciting by planning many fun activities both in and out of lessons. You have an excellent knowledge of different beliefs and were able to talk very clearly about your visit to a synagogue and mosque.
- You behave well and are very clear about how to stay safe and healthy. It is great that you all talk together about how to deal with bullying.
- Your teachers and other adults are extremely kind and caring and they give you good help when you are struggling with your work.
- The school is well led and managed and all the adults are working very hard to make the school even better.
- Virtually all of your parents and carers are very pleased that you come to this school.

What I have asked your school to do now:

- make sure that teachers always plan work that is not too hard or too easy for you and expect you to listen more carefully when you are all sitting together
- give you more opportunities to use your writing skills and the school's new laptops in topic work.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to be enthusiastic and by trying hard to listen better and not call out at the start of lessons.

Yours sincerely,

Mike Capper
Lead Inspector

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