

Ewhurst CE Infant School

Inspection report

Unique Reference Number	125181
Local Authority	Surrey
Inspection number	340735
Inspection dates	3–4 December 2009
Reporting inspector	Natalia Power

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Bob Arnold
Headteacher	Jane Dyer
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed lessons for a total of around three and a half hours and talked to governors, staff and parents. They observed the school's work, and looked at its self-evaluation and plans, the data it has collected on pupils' progress and the minutes of the governing body. They considered the responses in 53 questionnaires that had been returned by parents and carers.

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

- the quality of learning and the progress made by all pupils
- the school's progress in responding to the points for improvement made in the last inspection
- the quality of the school's promotion of community cohesion and the extent to which it evaluates the impact of its measures.

Information about the school

This small school consists of three classes, Reception, Year 1 and Year 2. A few pupils are eligible for free school meals. Most pupils are from White British backgrounds, and none is at an early stage of learning English. An average proportion of pupils have special educational needs and/or disabilities. Of these, pupils with speech, language and communication difficulties form the largest group.

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 quality of education for its pupils.

- Pupils love going to school, and this is seen in their high attendance.
- Children get off to an excellent start in the Early Years Foundation Stage and make outstanding progress. Pupils continue to make excellent progress in Years 1 and 2, leaving school with results which are high.
- All groups of pupils, including those with special educational needs and/or disabilities, thoroughly enjoy their learning and make excellent progress. This is because pupils are given a great deal of individual attention. Their progress is tracked effectively and the information is used extremely well to support their needs.
- Pupils behave exceptionally well in lessons and around the school. Their spiritual, moral, social and cultural development is outstanding and reflects the strong Christian ethos of the school. They become friendly, confident young people who know right from wrong and who consider the needs of others.
- Pupils have an excellent understanding of how to stay healthy. They feel completely safe in school.
- Teaching is outstanding overall, and this results in excellent learning. Teachers use the detailed information on pupils' progress to match work accurately to their capabilities and provide them with an excellent level of challenge. Teaching assistants provide excellent support.
- The curriculum has an outstanding focus on basic literacy and numeracy, and provides exciting enrichment activities.
- Outstanding care and support are provided to all pupils, and in particular to those who are vulnerable and those with speech, language and communication difficulties.
- Leaders and governors ensure that safeguarding procedures are stringent.
- The school promotes community cohesion well, ensuring that pupils have a good understanding of other people's faiths and cultures. However, leaders and governors do not sufficiently evaluate the impact of the measures taken to ensure that pupils learn as much as they possibly can about the wider world.
- The headteacher is highly ambitious for the school and involves all the teachers in planning for the future. Together with the governors, staff have put in place systems which have improved the school in all the areas identified for improvement in the last inspection. They have an excellent understanding of their school and plan extremely well for the future. As a result, the school has an excellent capacity to continue to improve.

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What does the school need to do to improve further?

- Ensure that the school's good promotion of community cohesion is rigorously evaluated by governors and leaders and managers.

Outcomes for individuals and groups of pupils

1

'Our child is making excellent progress.' This comment from one parent is representative, and reflects the outstanding progress made by all groups of pupils. Children enter the Reception year with generally average skills and aptitudes but by the time they leave Year 2 they are attaining highly. The reasons for their outstanding achievement and enjoyment are, in the words of another parent, 'the friendly support the children are given and the learning experiences the children have'. A hallmark of the school is the high level of challenge set for pupils. They respond by rising to the challenge. In one Year 2 mathematics lesson, for example, pupils were stimulated to excel through an element of competition. Using a combination of memory and calculation, they competed in teams to locate two numbers on the interactive whiteboard adding up to 100. The teacher further raised the level of challenge by selecting pupils' names at random, so that each was alert and ready to answer. As a result of these high expectations, pupils perform exceptionally well in the tests taken at the end of Year 2, especially at the highest levels.

Pupils love going to school and this is reflected in their high attendance. Their outstanding spiritual, moral, social and cultural development is reflected in their excellent behaviour and attitudes to learning. Pupils are polite, friendly and confident. They feel completely safe in school, and are considerate towards others in the narrow corridors and in the outdoor areas. They thoroughly enjoy their healthy lunches, and show an impressive understanding of the importance of taking regular exercise. Pupils make an excellent contribution to the school community, for example by acting as monitors and playground 'buddies', and serving on the school council. They also play an active part in the local community, for example visiting the local borough to request improved footpaths. The very firm grounding pupils acquire in the basic skills prepares them exceptionally well for the next stage of schooling.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers and teaching assistants are dedicated and supportive. There are warm relationships in the classroom, and one pupil commented, 'I like my teacher because she makes things fun.' Teachers manage pupils' behaviour exceptionally well, using a variety of rewards to ensure that they sit nicely and pay close attention. Teachers use questioning skilfully to stimulate pupils to think for themselves. They encourage pupils to discuss tasks with one another, ensuring that all are fully engaged. As a result, the pace of learning is brisk and pupils' attention rarely flags. Teachers plan lessons extremely well, and use the information provided by the school's excellent tracking of pupils' progress to match tasks exceptionally closely to pupils' capabilities. As a result, lessons provide very high levels of challenge, enabling pupils to make outstanding progress. Teaching assistants give excellent support, for example when teaching phonics to small groups of pupils.

The curriculum has a very strong focus on developing pupils' basic skills in literacy, numeracy and information and communication technology, and this enables them to make outstanding progress in these subjects. Computers are used even by the youngest pupils to create delightful pictures and music. The clubs, trips and visits to places of interest are appreciated by the pupils. A particularly strong feature of the curriculum is 'Tigger time', run by the headteacher, which provides pupils with excellent opportunities to plan and carry out projects which they themselves have chosen. This encourages pupils to take responsibility for their learning and to display the results with pride. Pupils receive exemplary care in the school, and this is because each pupil is known and valued. All groups of pupils achieve outstandingly well because their needs are fully met.

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

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Vulnerable children and pupils with special educational needs and/or disabilities are given exceptional care and support. The parent of one pupil commented, 'We never thought such support and back-up would exist in a village school, but it has been absolutely invaluable to us.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has wide responsibilities and works tirelessly to maintain exceptionally high standards. Governors share her determination to maintain the school's exceptional qualities, and they provide outstanding support. They are fully engaged in the life of the school and are ready to suggest initiatives where it is appropriate for them to do so. As a result of the headteacher's and governors' outstanding ambition and drive for improvement, the school is considerably stronger than at the time of the last inspection. For example, the headteacher has improved the quality of teaching and learning, so that it is now excellent overall. There is a common sense of purpose among all the adults, and the headteacher has created an ethos in which all the teachers work together and share in planning the school's improvement. The school promotes equality of opportunity exceptionally well, enabling all pupils to succeed. The headteacher and governors ensure that safeguarding procedures are robust and of the highest quality. The headteacher and the governors have an excellent understanding of the school's strengths, and continually seek ways of making it even better. The school promotes community cohesion well, ensuring that the pupils understand other people's faiths and cultures. As yet, school leaders do not sufficiently evaluate the considerable work which the school does to promote this understanding, but plans to do so are in hand. The excellent partnership with a consortium of nearby schools enables pupils to have access to wider sporting and other opportunities than is possible in a small school alone. Leaders and managers work in extremely effective partnership with parents, keeping them fully informed about their children's progress and encouraging them to bring their skills to the school community. In turn, parents and carers greatly value the school and regard it as, in the words of one parent, 'an asset to the village and the community'.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

As a result of excellent teaching and care, children in the Early Years Foundation Stage make outstanding progress in their learning and personal development. The parent of one child in the Reception year commented, 'My son has learnt to read in the last three months and is much more articulate than he was.' A great deal is expected of the children, and they respond with enthusiasm. They hugely enjoy learning, and are happy and confident. This is because the adults know all the children so well and identify their needs so quickly. For example, the school identified a specific physical difficulty experienced by one child, and the parent commented, 'I was very impressed this was spotted so early in schooling.' In this safe and supportive environment children develop excellent personal qualities. They behave exceptionally well, and are ready to share and take turns. The children's progress is regularly assessed, and this information is used extremely effectively to address their individual needs. Teaching by all the adults is excellent, and children also have excellent opportunities to choose their own tasks and gain independence. The Reception year is headed by an excellent and enthusiastic teacher, who plans the curriculum and manages the provision extremely well. She goes to enormous lengths to ensure that children arriving from a range of different types of pre-school provision settle quickly and smoothly into the Reception year. When the time comes for children to move into Year 1, highly effective transition arrangements enable the children to move calmly and happily to the next stage.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

A far higher proportion of parents and carers returned questionnaires than is typical. All those who responded through questionnaires or who spoke to the inspection team were very happy with the school. They all agreed that their children enjoy school and feel safe. They felt that the school has a warm, friendly atmosphere and that their children make excellent progress. Inspectors fully endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ewhurst Church of England 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	85	8	15	0	0	0	0
The school keeps my child safe	48	91	5	9	0	0	0	0
The school informs me about my child's progress	35	66	17	32	0	0	0	0
My child is making enough progress at this school	37	70	15	28	0	0	0	0
The teaching is good at this school	37	70	15	28	0	0	0	0
The school helps me to support my child's learning	42	79	10	19	0	0	0	0
The school helps my child to have a healthy lifestyle	41	77	12	23	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)	33	62	17	32	0	0	0	0
The school meets my child's particular needs	36	68	16	30	0	0	0	0
The school deals effectively with unacceptable behaviour	28	53	20	38	0	0	0	0
The school takes account of my suggestions and concerns	31	58	21	40	1	2	0	0
The school is led and managed effectively	41	77	12	23	0	0	0	0
Overall, I am happy with my child's experience at this school	44	83	9	17	0	0	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 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.



5 December 2009

Dear Pupils

Inspection of Ewhurst Church of England Infant School, Ewhurst, Surrey GU6 7PX

Do you remember when two visitors came to your school recently to watch you learn and play? We had a wonderful time at your school, and this is what we found:

- You are lucky to go to an excellent school.
- You are all really happy at your school. This is because you get on so well with one another, and always share and take turns.
- Your school keeps you very safe, and you have many chances to eat healthily and take exercise. All the adults take really good care of you.
- You think of the needs of others, for example when you pray for others in assembly.
- You do a great deal to help your school and the village.
- We know how much you love going to school, because you hardly ever take a day off.
- You enjoy learning, and you have many exciting things to do. You learn an amazing amount for children of your age, and this is because the adults always encourage you to do your very best.
- The adults love teaching you, and your parents and carers love the school almost as much as you do!
- The adults in charge do their very best to make your school as good as it can possibly be. We have asked them to make just one thing better, and that is to keep a closer watch on all the things they are doing to help you learn about people from other faiths and cultures. That way, all the adults can be sure that you are learning all about other people's ways of life.
- Even though you are very young, you can still do your bit to help your school by being as helpful as you can to one another.

We loved seeing the Reception year's nativity play and listening to rehearsals for the Year 2 performance. You all joined in with gusto. It was also lovely to hear you all singing in the dining hall while you ate your lunch! We hope you always remain as happy and cheerful as you are at Ewhurst. We wish you all the best in your journey through life.

Yours sincerely

Natalia Power

Lead inspector

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