

Newdigate C of E Endowed Aided Infant School

Inspection report

Unique Reference Number	125192
Local Authority	Surrey
Inspection number	340738
Inspection dates	13–14 July 2010
Reporting inspector	Jacque Buttriss

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	86
Appropriate authority	The governing body
Chair	Jackie Bennett
Headteacher	Linda Trueman
Date of previous school inspection	June 2007
School address	Village Street Newdigate Dorking Surrey RH5 5DJ
Telephone number	01306 631353
Fax number	01306 631821
Email address	head@newdigate.surrey.sch.uk

Age group	4–7
Inspection date(s)	13–14 July 2010
Inspection number	340738

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk



Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed, taught by six different teachers. Meetings were held with leaders, staff, governors and pupils. Inspectors observed the school's work and looked at a range of documentation, including the school's development plan, policies, risk assessments, evaluation forms, questionnaire responses and pupils' work. Forty parental questionnaire responses were received.

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

- the levels of skills children have when they enter the Reception class and the progress pupils are currently making in all year groups
- the quality of teaching and what its main strengths might be
- the range of monitoring processes carried out by leaders, staff and governors and their impact on school improvement
- the promotion of community cohesion within and beyond the school and its local area.

Information about the school

This is a small rural infant school with four classes. Two of these classes each have two teachers job sharing. There are few pupils with learning difficulties or disabilities and very few eligible for free school meals. The proportion of pupils from other ethnic groups or for whom English is an additional language is much smaller than in most schools. The school has been awarded the Activemark and the Healthy School award. There is a separate, independent pre-school provision on the school site.

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

This is an outstanding school. It has many strengths. As one parent put it, 'I can't praise the school, its head and its teachers highly enough.' Excellent teaching and an exciting curriculum inspire pupils of all ages and abilities to work hard and achieve as highly as they can.

Children have an excellent start in the Reception class and make outstanding progress as they go through the school. Their attainment by the end of Year 2 is significantly above average. Indeed, some of their imaginative writing shows remarkable sensitivity and an exceptionally mature use of language for pupils of their age.

Pupils enjoy school and have highly positive attitudes to their learning. One parent told inspectors, 'My son is very happy at school and this is because he feels safe, secure and listened to.' Many parents, staff and governors praised the strong teamwork of the staff and the very caring ethos that pervades the school. Pupils say they feel 'very safe' and parents are unanimous that their children's safety and security are fully guarded in every way. Behaviour is exemplary and pupils' spiritual, moral, social and cultural development are outstanding.

The school is exceptionally well led with enthusiasm and energy by the headteacher, whose clear vision inspires the staff team and drives forward school improvement. Leaders evaluate the school's provision and outcomes analytically and make excellent use of this information to write the school improvement plan. Governors fulfil their roles and responsibilities well. The very strong partnerships the school has developed with other local schools and community groups enrich pupils' learning experiences. Community cohesion is promoted well and there are good links developing with communities in other countries. However, pupils do not yet have opportunities to communicate with children in other parts of the United Kingdom and learn about their different lives, cultures and faiths.

There have been many improvements since the last inspection, with successes in all aspects of pupils' education and well-being. Their currently excellent progress in reading, writing and mathematics is just one such example that demonstrates an outstanding capacity for further sustained improvement.

Parents are overwhelmingly positive in their support of the school. As one parent

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

commented, reflecting the views of many, 'This is a lovely, friendly school that gives children a great start to their education.', Whilst another wrote, 'Newdigate Infant School has been everything and more than expected.'

What does the school need to do to improve further?

- Extend community cohesion to the wider national dimension and seek out purposeful links to help raise pupils' awareness of the lives and experiences of children in a contrasting location in the United Kingdom.

Outcomes for individuals and groups of pupils

1

Children come into the school with skills which are in line with expectations. They make outstanding progress throughout the school so that by the end of Year 2 their attainment is well above average. Pupils of all abilities are suitably challenged and therefore achieve as well as they can. 'We both love doing really hard maths work,' said a Year 2 boy and his friend. The few pupils with learning difficulties are supported outstandingly well in lessons so that they make excellent progress and achieve as well as their peers.

Pupils' enjoyment is evident from the way they come eagerly into school in the morning. They demonstrate great enthusiasm for their learning. Pupils are keen to explain how to keep healthy and stay safe. For example, one girl said, 'We have healthy dinners with vegetables at school to keep us fit.' Indeed, almost all the school's pupils eat the healthy lunches cooked on the premises, sometimes including vegetables grown by them in gardening club. Behaviour is excellent in classrooms and around the school. Pupils know how to keep it that way, using their class rules. They are confident that they have people to go and speak to if they have any worries. The school council is actively involved in helping to improve the school and in a meeting during the inspection they checked that their ideas had been incorporated in the plan to build a new adventure playground. Pupils enjoy taking part in a variety of village activities, such as maypole dancing at the village fete. They acquire an excellent range of skills to help prepare them for the next stage in their learning. The school is working hard to enlist parents' help in reducing the absence figures. As a result, after a dip in the previous year, attendance is now above average and improving.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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 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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The outstanding teaching is characterised by exciting lessons that are well paced and appropriately challenging for all abilities. Teachers' high expectations and thorough planning ensure a good match of work to pupils' needs. Excellent assessment is a strong feature of teaching throughout the school. Teachers mark work constructively so that pupils know how well they are doing and how to improve their work. They have individual learning targets which they use during lessons to help them increase their skills. As one Year 2 pupil put it, 'We have our targets on cards in our books, so that helps us to think about them when we're working.' The recent focus on writing has led to some outstanding examples of imaginative writing, such as Year 2's magical 'Magic Box' poetry. Job share teachers work seamlessly to ensure full continuity of provision for their pupils.

The stimulating curriculum is enriched by a variety of themed weeks, visits, visitors and after school activities. As one pupil said, 'There is nothing I don't like about school.' There are excellent partnerships with other schools that extend pupils' learning opportunities through many joint projects such as sports partnerships and the ongoing links with a school in China. Pupils enjoy taking part in a variety of local activities. 'A strong bond with the local community, with the school working hand in hand with the village,' as one parent put it.

Outstanding care, guidance and support are particular strengths of this school, where everyone knows everyone well. 'A kind and caring ethos; hard to imagine anything better,' commented a parent. Strong links with a variety of outside agencies help to ensure excellent support for all vulnerable pupils and their families, as was reflected in one of the questionnaire responses.

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

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 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 school is exceptionally well led by the dedicated and very caring headteacher and her strong staff team who enthusiastically drive the school forward with a clear direction and focus. They make excellent use of tracking data to analyse pupils' progress and target support to help all pupils achieve their best. The very high standards now achieved by pupils and the outstanding progress they make are the result of great improvements in the leadership of teaching and learning across the school. Whilst pupils' individual attainment targets are not always as challenging as they could be, they do not constrain teachers with the result that most pupils consistently exceed their targets. The school's excellent improvement plan is a comprehensive framework for continuing to move the school forward. The well-informed governors support and challenge the school well to hold it to account. They monitor various aspects of the school's work, although they do not spend much time in classrooms to observe teaching and learning.

There are no underachieving groups of pupils and all have excellent equality of opportunity. Indeed, leaders and staff are proactive in ensuring that this equality and tolerance extends across every aspect of school life, so that pupils learn to respect each other's differences. As one parent said, 'I love the way the school enthusiastically celebrates diversity.' Excellent safeguarding systems ensure that all pupils and staff are kept very safe and secure. For example, pupils know they must not talk to any visitor not wearing a green visitor's badge.

These are the grades for leadership and management

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	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	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	1

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

money

Early Years Foundation Stage

‘An excellent start to our children’s education,’ is the way one parent quite rightly describes the Reception class. Children come happily and confidently into the classroom in the morning. Staff welcome them warmly and they settle very quickly. Throughout the day, the outstanding teaching and support provide children with a wide variety of exciting opportunities across the six areas of learning, both in the lively classroom and in their attractive outside learning environment. Children delight in the many opportunities for creative work and imaginative role play, such as counting down and taking off in a space rocket. They gain excellent skills and make swift progress in all aspects of the curriculum. Children interact with one another remarkably well and clearly care for each other in this strongly nurturing setting. Adults know the children very well and assess their progress throughout the day. Excellent leadership ensures that all requirements are fully met and the detailed planning provides a strong structure to guide teaching and learning. Children demonstrate a great sense of security and growing self-assurance. They take a pride in their achievements and cannot wait to share them with others.

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

Nearly half of parents and carers returned their completed questionnaires, the vast majority of which were entirely positive and supportive of the school. Parents were unanimous that the school informs them about their children’s progress and almost all were positive that the school helps them to support their children’s learning. A range of channels are used to ensure speedy communication. Many parents praise the school, typified by the comments, ‘The amazing support of all the teachers and staff bring out the best in our daughter,’ and, ‘Children thrive at school and grow in confidence and skills.’ Parents are made welcome and teachers are happy to be available after school to discuss any parents’ concerns, so that parents comment, ‘Staff are all approachable.’ There were only three concerns raised by parents in written comments on their questionnaire responses and these were all different, with no common issues to investigate. Parents express their pleasure that the school has ‘instilled in each child a love of learning, stimulated their curiosity and focused their individual needs’. In summary, one parent reflected the sentiments of many, ‘I feel proud and privileged to have my daughter at Newdigate School.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newdigate C of E Endowed Aided 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	83	7	18	0	0	0	0
The school keeps my child safe	34	85	6	15	0	0	0	0
The school informs me about my child’s progress	30	75	10	25	0	0	0	0
My child is making enough progress at this school	29	73	9	23	2	5	0	0
The teaching is good at this school	32	80	6	15	2	5	0	0
The school helps me to support my child’s learning	31	78	8	20	0	0	0	0
The school helps my child to have a healthy lifestyle	30	75	10	25	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)	28	70	10	25	1	3	0	0
The school meets my child’s particular needs	30	75	8	20	2	5	0	0
The school deals effectively with unacceptable behaviour	27	68	11	28	1	3	0	0
The school takes account of my suggestions and concerns	27	68	11	28	2	5	0	0
The school is led and managed effectively	31	78	8	20	1	3	0	0
Overall, I am happy with my child’s experience at this school	30	75	9	23	1	3	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 all 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). 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"> ■ 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 pupils' 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.



15 July 2010

Dear Children

Inspection of Newdigate C of E Infant School, Dorking, RH5 5DJ

Thank you for being so friendly, polite and helpful when we came to inspect your school. We very much enjoyed talking with you. Yours is an excellent school that cares for you exceptionally well and helps you to achieve very highly.

These are the things that we especially like about your school

- You all very much enjoy your learning and work hard. You make excellent progress and achieve very well. Keep it up!
- You have an excellent understanding of how to stay healthy.
- The school keeps you all very safe indeed.
- You all get on very well together and your behaviour is excellent. Well done!
- The teachers plan lots of exciting things for you to do to help you learn.
- Children in the Reception class have an outstanding start to their school lives.
- Your teachers mark your work and set you learning targets very well indeed to help you know how to improve. Their excellent use of assessment makes sure they set you all tasks at the right levels.
- You enjoy taking part in a variety of activities in your local community.
- You all respect and care for each other outstandingly well.
- Your school communicates very well with your parents and carers.
- The school is outstandingly well led by your headteacher and staff work very well as a team.

This is what we have asked your school to do to improve

- The school could develop links to help you learn about the different lives, beliefs and cultures of children in other parts of the United Kingdom.

You can help the school by continuing to work hard, achieve excellent standards and enjoy your lessons. I would like to wish you all lots of success in your future learning.

Yours sincerely

Jacquie Buttriss
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **08456 404045, or email enquiries@ofsted.gov.uk.**