

Newdigate Endowed Church of England Aided Infant School

Village Street, Newdigate, Surrey, RH5 5DJ

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The behaviour of pupils is exemplary because of the school leaders' outstanding focus on the school's ethos and values. As a result, pupils work together exceptionally well, are extremely considerate of each other and value each other's differences.
- Pupils feel really safe and try to make others safe around them. Parents and carers overwhelmingly agree.
- Pupils have an extremely rich, varied and stimulating learning experience. Inspired by a wide and interesting range of topics and themes, it helps to motivate pupils and contributes strongly to their spiritual, moral, social and cultural development.
- Pupils from all backgrounds achieve well overall and especially well in reading. The trend in standards in reading is significantly above the national average by the end of Year 2.
- The quality of teaching is typically good throughout the school and at times better. Pupils say that teachers make learning 'fun' in all their lessons.
- Children in Reception get a good start because of the many opportunities they have to talk about their learning with adults and each other. Staff know children and their needs individually and so can plan just the right work for them.
- The headteacher has a very good understanding of how well the school is doing and what actions to take next to make it better. Governors too know the school very well and use this knowledge to good effect when holding the school to account.
- Excellent partnerships with parents and carers are a key reason why parents and carers are overwhelmingly supportive of the school.

It is not yet an outstanding school because

- The progress some pupils make in writing does not yet match that seen in reading and mathematics.

Information about this inspection

- The inspector observed seven lessons or part lessons. She was accompanied by the headteacher for all of these.
- She observed in all the classes. As well as looking at work in pupils' books during their classroom observations, she scrutinised a range of Year 2 pupils' work from the previous year.
- The inspector took account of the 34 responses to the online Parent View survey and two letters from parents and former parents, as well as talking to parents and carers informally during the inspection. The school's most recent survey of parents and carers was also considered.
- She listened to pupils in Years 2 read individually and chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school.
- The inspector spoke with three school governors and with a representative of the local authority. She spoke to school staff, including subject leaders. The views of 13 staff who completed the staff questionnaire were also taken into account.
- The school's work was observed and the inspector looked at documentation such as policies, including those relating to safeguarding, behaviour, and the school's development planning, as well as information on pupils' progress and attendance figures. She observed playtime and an assembly as well as looking at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- In this smaller than average-sized infant school, the vast majority of pupils come from a White British background.
- The proportion of pupils receiving the pupil premium is below average. Only some year groups have pupil premium pupils and in those, only a very small number of pupils receive this support. The pupil premium is extra money given to schools by the government to support pupils in the care of the local authority, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is below average. The proportion being supported through school action plus or who have a statement of special educational needs is also below average.
- Each class is currently taught by two teachers as part of a job share.
- The school is part of the Dorking School's Partnership.
- The pre-school provision in the school grounds is not run by the school and so was not inspected as part of this inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing so that it consistently matches the levels in reading and mathematics by making sure pupils know they are expected to use and practise the writing skills they have learnt in their literacy lessons whenever they write in any subject.

Inspection judgements

The achievement of pupils

is good

- Across the school, pupils of all ages talk eagerly and confidently about their learning, sharing their ideas willingly with one another. They really enjoy lessons, especially those where they are actively involved, demonstrating a high level of enthusiasm and concentration even when occasionally the level of challenge in the work could be greater.
- Pupils across the school achieve well. By the end of Year 2, pupils' attainment overall has been significantly above the national average because teaching is good and expectations are high. Pupils' achievement in reading has been consistently high for the last six years.
- Attainment, however, dipped somewhat in 2011 and 2012 in writing and mathematics, where standards were only average. Leaders acted quickly to address this dip, for example by focusing on how pupils use and apply the concepts they have learnt in mathematics lessons in practical situations and when solving problems. As a result, pupils are now achieving well in mathematics, and school data indicate that standards in both mathematics and writing are set to rise again.
- The school ensures equality of opportunity for all groups of pupils so there is no discrimination. All groups of pupils make good and often better progress in reading and mathematics. However, this is not yet the case in writing. Here a greater proportion make expected progress and fewer make the good or better progress seen in reading and mathematics. Where their progress is best, pupils are encouraged to use the skills they have learnt in previous lessons independently and are consistently reminded about their targets and challenged to do their best. For example, Year 2 pupils were able to transfer their knowledge of place value and decimal points that they had learnt about during the previous week to successfully measure centimetres and millimetres accurately.
- Children join Reception typically with the expected levels of skills and understanding, although this can vary from year to year. Due to the engaging range of activities that are planned for them, children are enthusiastic learners and make good progress in acquiring new skills. Consequently they join Year 1 with levels above those expected nationally.
- Effective systems for checking pupils' progress ensure that disabled pupils and those with special educational needs achieve as well as, and often better than, their peers in reading, writing and mathematics. These pupils, along with those very few small numbers supported by the pupil premium funding, do so well because the work that is planned for them, whether in small groups, individually or in lessons, is extremely closely tailored to their needs.
- Pupils develop a real love for reading and are encouraged to read widely from a wide range of texts. Parents and carers receive extremely good support from staff on how to help their children, while pupils are very successfully encouraged to draw on different strategies to help if they are stuck. Alongside this, good teaching of phonics (the sounds letters make) means that pupils use these strategies confidently to help with their reading and has resulted in a larger proportion of pupils reaching the national average scores in the Year 1 phonics check.
- Pupils are developing healthy lifestyles and physical fitness through the school's physical education programme and the additional range of sporting activities on offer. For example, pupils enjoy improving and practising their football skills in sessions by a visiting coach and all pupils learn to swim in the school's pool.

The quality of teaching

is good

- Extremely positive relationships between staff and pupils keep the pupils focused and support their exceptionally positive attitudes to learning particularly well. For example, pupils eager to get to their lessons at the start of the day politely told the inspector that they did not have 'time to chat because we have to get to our class or else we'll miss some of our learning'. This keenness to learn is maintained even when occasionally the pace dips because teachers take too long explaining a task.
- Pupils are fully involved in what they need to do to improve and pay careful attention to

comments teachers make when marking work during lessons and in their books. Pupils evaluate their work to check whether they have met success criteria. Teachers and teaching assistants are very good at using questioning effectively to explore the knowledge and understanding of pupils. Discussions during lessons help to overcome misconceptions and, where progress is most rapid, add additional challenge where needed as pupils demonstrate their understanding.

- Teachers make good use of information from regular checks to plan lessons so that pupils build on what they already know and can do. Considerable time is taken by teachers where they share a class to make sure that pupils' learning is seamless across the week. This helps them to make good progress. However, pupils do not always practise and use skills they have been learning in English whenever they are writing independently which consequently hinders the progress they are capable of making.
- Occasionally, opportunities for pupils to make even better progress are missed when teachers spend too long talking to the whole class without taking account of the different abilities of pupils or setting high expectations quickly enough.
- Teaching assistants have a good understanding of what needs to be done because planning is shared and expectations are made clear. They support pupils of all abilities and are confident in their approach. Very focused small group sessions and specific programmes are effective in helping pupils to catch up or build confidence and good attitudes towards learning.

The behaviour and safety of pupils are outstanding

- Pupils are highly motivated and settle to learning quickly. They demonstrate maturity and work hard because staff have high expectations and make learning really relevant and interesting for them. Pupils explain that as well as their academic learning, they are 'learning to be kind at school'. Even the youngest children recognise how the school helps others to behave well noticing that 'at the start ... just called out but now they know they need to put their hand up'.
- They talk enthusiastically about their school, explaining that they love to come to school because they 'love to learn'. Attendance is high, an improvement since the previous inspection.
- Pupils say they are very happy at school and feel safe, and that bullying, such as name-calling or unkind behaviour, is very rare. They are unanimous in their belief that if there are any problems, teachers will sort them out swiftly. The overwhelming majority of parents and carers agree and feel any problems they and their children may have are dealt with positively.
- Pupils display a great deal of consideration for each other as they work in groups or listen to each other's ideas. Older pupils relish taking on extra responsibilities and are especially proud to take on the role of servers at lunch time, where they really enjoy helping the younger children. Parents and carers praise the opportunities the pupils have to develop 'life skills' and 'flourish as individuals'.
- The school works hard to ensure pupils develop a thorough understanding of their own personal safety, for example making sure pupils have a good understanding of road safety and how to 'keep safe', whether in the swimming pool or moving around the school.

The leadership and management are good

- The headteacher, highly regarded by staff, parents and carers and supported very effectively by governors, has successfully nurtured a school where all work together with a clear vision and commitment to continuous improvement.
- Supported by the headteacher, middle leaders, some new to the post, are developing their role of checking the quality of teaching and learning. Alongside information about pupils' progress, this is used effectively to ensure teachers are provided with the training they require in order to improve their effectiveness or identify best practice to share with colleagues.
- The school reviews all aspects of its work thoroughly and leaders understand the school's strengths and what needs to be improved. They act quickly to address any gaps. For example, following weaker scores in the phonics screening test last year, additional staff training and

support were provided. Consequently, results this year have risen and a larger than average proportion achieved the expected levels. Similarly, pupils' achievement in mathematics has improved because of their actions. They are aware that progress in writing does not yet match that in reading and mathematics and this already forms part of their school development plan.

- The local authority has provided regular support to monitor the school's effectiveness since the last inspection. For example, analysing information on pupil attainment and progress with the headteacher. Links with the Dorking Schools' Partnership are strong and used effectively to share best practice and provide training and support for staff and leaders.
- All parents and carers that expressed a view are happy with the school, the education it provides for their children and the work of the headteacher. Several commented positively on the excellent levels of communication, explaining that they 'couldn't have been more supported' and that 'the school is like a family', 'a central and pivotal part of our village'.
- **The governance of the school:**
 - Governors are fully involved checking the progress the school makes towards achieving its development priorities. They draw their knowledge of how well the school is doing in relation to other schools nationally through their first-hand experience and a thorough working knowledge of the pupil progress information. This enables them to challenge as well as support school leaders and hold them to account for pupils' achievement. They have a clear understanding of the strengths and weakness in teaching and can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have an extremely good grasp of how the pupil premium is used. They can explain how the budget is used and what the impact has been, sharing this information on the school website. Governors make sure safeguarding arrangements meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125192
Local authority	Surrey
Inspection number	426662

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	105
Appropriate authority	The governing body
Chair	Angela Knowles
Headteacher	Linda Trueman
Date of previous school inspection	13–14 July 2010
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