



### **Newdigate Endowed Church of England Infant School**

Village Street  
Newdigate, DORKING  
RH5 5DJ

#### **Diocese of Guildford**

Local authority: Surrey  
Date of inspection: 23/09/2010  
Date of last inspection: 02/07/2007  
School's unique reference number: 125192  
Headteacher: Mrs L Trueman  
Inspector: Mrs M Hillman (NSI 297)

#### **School context**

Newdigate Endowed Church of England Infant School is a small rural infant school. There are few pupils with learning difficulties or disabilities and very few eligible for free school meals. The majority of pupils are of British/white heritage. The school has been awarded the Activemark and the Healthy School award. The school celebrates 350 years this year since its foundation.

#### **Summary Judgement**

The school has continued to put pupil learning and development first, maintaining and continuously improving standards and provision even though there were no areas for development from the last SIAS inspection.

**The distinctiveness and effectiveness of Newdigate Endowed Church of England Infant School as a Church of England school are outstanding.**

#### **Established strengths**

- The warm, friendly inclusive, Christian family atmosphere of the school where each individual is known and valued.
- The outstanding leadership of the Headteacher.
- The dedicated and committed staff, who make learning fun and model love, care, support and community.
- The strong link between school and church that places both at the centre of the community and makes pastoral care a real strength.

#### **Focus for development**

- Continue to focus on areas for development highlighted by the religious education coordinator, based on the thorough school evaluation that already exists.

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The Christian values that permeate everything the school does enable the learners to flourish as confident individuals because differences are celebrated and supported. Pupils are encouraged to articulate their feelings and values and the sensitive caring relationships modelled by all staff, promote respect for others and result in excellent behaviour. Pupils are offered a varied range of first hand experiences with a wide variety of artistic, cultural, sporting activities and out of school clubs, enabling all talents to be valued and catered for. Pupils are encouraged to take responsibility and through the School Council are given excellent opportunities to work collaboratively and to express their views, empowering them to make decisions and bring about positive changes in school (eg changes to the menus following discussion with the cook). Excellent links with local Church and members of the village community enable pupils to be involved in both local and national activities, making the school high profile in the village. Activities include the school fair and a Dorking partnership event promoting languages with the school contributing in French and Chinese. Experience of various cultures is promoted through events such as International Week and a visit by Chinese visitors. Those from other faiths and cultures are fully involved and encouraged to share their beliefs and traditions eg help with Divali celebrations. Pupils regularly support those in less fortunate circumstances through leading and supporting fundraising initiatives and have good awareness of wider issues such as need for composting, recycling and saving energy. This enables them to gain greater understanding of the world, their stewardship of it and how they can be involved in making a difference.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. *Grade 1***

**What is the impact of collective worship on the school community?**

Worship occupies a place of vital importance in the life of the school. RE displays help promote reflection and prayer and pupils are keen to pray. For example a pupil volunteered to say a prayer during worship observed. Worship is planned following themes based on the Christian calendar and Bible as well as links with other faiths and cultures focusing on similarities. Pupils are given different experiences of Anglican traditions and practices by participating in services at school, the local Church and Guildford Cathedral. Pupils are actively involved in many ways. These, combined with good visual aids, support understanding and make worship memorable, as pupils often refer to things they have learnt in worship and tell their parents. Pupils listen attentively and respond eagerly but thoughtfully and reflectively when asked to contribute. Their enthusiastic tuneful singing greatly enhances the worship. The local church is actively involved with the school. The Rector and other members of the church community regularly demonstrate Anglican ceremonies, symbolism and clothing. As a result the pupils are given excellent opportunities to experience many elements of the Anglican tradition and have an excellent understanding of the main events in the Christian calendar. The school continues to develop new innovative ways to inspire the pupils through worship and working with the Diocese, has developed a very successful whole school focus of cross curricular work feeding into the Easter Service, which was called 'Pause Day'. Ways to develop this further are already being put in place.

The school meets the statutory requirements for collective worship.

**The impact of collective worship on the school community is outstanding. *Grade 1***

### **How effective is the religious education?**

Throughout the school, achievement and attainment in relation to the learners' background is outstanding and standards are comparable with those of the core subjects. At the end of the Foundation stage all pupils achieve highly in Early Learning goals. Many Year 1 pupils are working at level 2 at the end of the year and many pupils at the end of the key stage (Year 2) obtain level 3. Planning is thorough and clearly addresses key skills as well as understanding and attitudes, thereby forming a secure base from which pupils can confidently explore the 'big' religious questions. Assessment procedures have been refined with clear identification of learning intentions and success criteria. When evaluation showed that teachers were less confident teaching Islam, INSET was organised. Pupils' knowledge of other faiths is now very secure, enabling them to reach the higher levels in learning in both attainment targets. The enthusiastic and committed coordinator makes sure the RE curriculum is based on first hand creative ideas, enhancing learning and motivating pupils so that the subject is exciting and memorable. In one lesson observed pupils took part in a quiz based on the parables studied, using artefacts in competition with other groups, making the room a buzz of learning activity. Teacher storytelling strongly aides pupil involvement as was evident in a lesson on Moses in Egypt. Pupils participate in wide ranging activities such as: role play, drama, music making, art work, as well as differentiated written strategies, as ways of learning or recording their work. The curriculum is further enhanced by the use of visitors to school or visits to the local community, as well as the school's own resources. This broad, creative approach ensures an excellent balance between teacher input and learner activity, making it possible for all to achieve and enabling pupils to express both sympathy and empathy for example when pupils explained their own feelings about how the Israelites would have felt leaving Egypt.

The school meets the statutory requirements for religious education.

**The effectiveness of the religious education is outstanding. Grade 1**

### **How effective are the leadership and management of the school as a church school?**

The Christian foundation is central to everything at Newdigate, providing a strong cohesive link throughout the school community, placing God at the centre of school life. This vision, initiated and led by the outstanding Headteacher, is strongly supported by all staff and governors, thereby setting an example of how faith can be lived out in practice, involving and empowering all stakeholders in whole school improvement underpinned by Christian values. Teamwork through distributed leadership is fundamental, creating ownership and giving opportunities to develop leadership potential along with enthusiasm, innovation and collaboration. The governors also support this by using staff feedback and evaluation on teaching and learning as part of their monitoring procedures, although systems could be streamlined. Professional development enables everyone's skills to be refined and improved, enhancing the learning experience for pupils and allowing strengths to be fostered and weaknesses improved. By valuing individual contributions, confidence has been increased and this has enabled a strong staff team to rise to the challenge of continued improvement even when inspection highlighted no issues.

Regular parental contact and consultation ensure excellent communication, providing opportunities for parents to fully support their children and be actively involved in their children's learning eg curriculum overview letters, website and regular meetings. The friendly open door policy extends beyond the school and into the community and strong local networks benefit the whole community. The Dorking partnership further enhances curriculum development through collaboration, partnership and shared resources. The school is closely linked to the Church and serves the community well. Pastoral care is a strength. The school works actively in partnership with other schools and in particular the preschool and local junior schools. The excellent induction and transition procedures mean pupils settle quickly in new environments. As many pupils said 'It is fun playing and learning with your friends'.

**The effectiveness of the leadership and management of the school as a church school is outstanding. Grade 1**