



# Valley End CofE Infant School

## Inspection Report

**Unique Reference Number** 125140  
**LEA** Surrey LEA  
**Inspection number** 281896  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** George Rayner AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Higham's Lane
<b>School category</b>	Voluntary controlled		Valley End
<b>Age range of pupils</b>	5 to 7		Chobham, Woking GU24 8TB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01276 858299
<b>Number on roll</b>	156	<b>Fax number</b>	01276 858299
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Richard Whittington
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs Margaret Heritage

<b>Age group</b> 5 to 7	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 281896
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Smaller than most, the school is located in a rural area, with no significant amounts of housing nearby. It attracts pupils from a wide area, including three local settlements, each with its own village school. Pupils' socio-economic circumstances are generally advantaged. Standards on entry are generally above average. The proportion of pupils with learning difficulties and disabilities is well below average. In most years the proportion from minority ethnic groups is below average, although it was above in 2005. No pupils are at an early stage of speaking English. The school has earned a number of awards, including one as a Healthy School.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

The school has judged its overall effectiveness as good. This is a modest view, as the inspectors have found that this is an outstanding school. The highly positive questionnaire responses of parents and carers show that they share this view. Quality and standards in the Foundation Stage are also outstanding.

Pupils reach exceptional standards in reading, writing and mathematics by Year 2. Pupils' achievement is outstanding because teachers have very high expectations and teach them exceptionally well. Exceptional personal development means that pupils are able to take the fullest advantage of their learning opportunities. Their spiritual development is extremely good and contributes very well to their thoughtfulness and maturity. Pupils' understanding of other cultures is not as strong as it could be, however.

The outstanding curriculum ensures excellent provision of all the required areas, while remaining very flexible and responsive to the needs of all pupils. The school has a high commitment to the care and happiness of pupils. The outstanding success with which it promotes this is highly valued by pupils and their parents and carers. A key strength in pupils' high achievement is the very effective tracking of their progress and use of this for academic guidance and support.

Exemplary leadership is committed to maintaining the school's high standards and highly effective in doing so. It ensures that the school provides outstanding value for money and has an excellent capacity for yet further improvement.

### **What the school should do to improve further**

- Improve pupils' understanding of other cultures.

## **Achievement and standards**

### **Grade: 1**

Pupils meet very challenging targets to reach exceptional standards. In the Foundation Stage a highly effective priority given to developing literacy and social skills is a vital factor in the excellent progress that children make towards their learning goals. This provides a very firm foundation for the further outstanding achievement in Years 1 and 2. This is shown in pupils' rapid progress in writing, their ability to understand mathematical concepts and tasks, and their willingness to ask questions of their own. The results of the end of Year 2 assessments were very high in 2005, as they have been consistently in recent years. Those for 2006 show yet further improvement in all three subjects. Because of significantly improved resources and planning, standards in information and communication technology (ICT), which were average at the last inspection, are also now high.

Due to highly effective provision for the needs of all pupils, there is little variation in the achievement of different groups. Those with learning difficulties respond very well

to high expectations of what they can achieve. The excellent achievement of the brightest pupils is shown in the high proportion who exceed the level expected at the end of Year 2, particularly in mathematics.

## **Personal development and well-being**

### **Grade: 1**

Personal development is outstanding. Behaviour is exemplary and pupils have very positive attitudes towards each other and their work. In Reception, the children's manners, politeness and ability to socialise are impressive for their age. In all years, pupils are very keen to be active participants in all activities.

Spiritual, moral, social and cultural development is very good overall. Pupils are sociable and friendly, although some older ones are still learning how to negotiate, co-operate together, and have due regard for others' points of view. Spiritual and moral development are particularly strong. Pupils said with commitment that they knew that in quiet moments of reflection, 'We can say a prayer.' They are very aware of their own culture, but less sure of the diversity of cultures and religions in the wider world.

Pupils are very clear about how to stay safe and healthy, eating the right foods and exercising to keep themselves fit. They enjoy their education very much and show this by their very good attendance. Pupils are very aware of how they can contribute to life in the school and care for the environment, for example by volunteering to water the plants. Those on the school council take their responsibilities very seriously. Pupils are often involved in the local community, even though the school's rural location does not always make this easy. For example, they sing to staff at local businesses and also at music festivals. The high standards to which skills in literacy, numeracy and ICT, are developed, combined with learning to work as part of a team, contribute substantially to pupils' futures in the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Teachers plan very well to meet the needs of all their pupils. They are skilled in planning creative and enjoyable activities which open up a wide range of learning. For example, during a literacy lesson in the neighbouring churchyard, pupils also learned much about the environment. Their involvement was shown by their thoughtful questions and concern for nature. In most lessons, teachers' expectations of what their pupils, including the very youngest, can achieve are high. Pupils respond very well to these expectations, resulting in high achievement. This was seen in a Reception class, where children responded very well to being expected to work at a sophisticated level when using computers to find out about a place they were to visit. The school is aware that, in a small number of lessons, expectation and challenge are not of such high quality and plans to address this are at an advanced stage.

Teachers use assessment very efficiently to monitor how well their pupils are learning and to plan challenging work. Pupils are often involved in evaluating their own work. Support staff are capable and conscientious, and their teamwork with teachers is of a high standard. As a result, those pupils who need additional help usually receive this speedily and effectively. The school values the support that parent volunteers often make to this.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. The quality of literacy and numeracy coverage is demonstrated by the high standards that pupils reach. The provision for ICT has been improved substantially since the last inspection and this has had a considerable impact on the standards of work that pupils achieve when using computers. Music remains a great strength that has been emphatically preserved since the last inspection. All pupils are encouraged to play an instrument and to learn to sing to a high standard. Enrichment and enjoyment feature strongly within the curriculum, with a range of extra-curricular activities, including visits and clubs, that is wide and varied for a school of this size. The school is very successful in meeting statutory requirements, while also having a curriculum that is flexible enough to be personalised to meet all pupils' needs. Assessment is used very well to inform what the pupils are to learn next, based on their previous learning. Pupils are often asked for their own opinions on how they like to learn.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The school takes justifiable pride in being a highly caring community. Parents agree that the school is very successful in this and report that their children feel extremely secure and happy. Pupils say they feel very safe and that any problems they may have are quickly resolved. The school takes proper steps to ensure safety in the school and when pupils go on visits. It manages to do this in a way that avoids being over-protective. Weather conditions do not lead to outside activities being cancelled, but pupils know that they need to dress appropriately. Pupils with learning difficulties and disabilities are extremely well supported. There is very good liaison with outside agencies and other partners.

Academic guidance and support is a major strength that contributes significantly to pupils' high achievement. Progress is tracked diligently and very effective extra help is given to pupils who need this in order to achieve as well as they are capable.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher has a very clear vision and a determination to maintain the school's high standards and its character as a happy and caring place in which all succeed. Her colleagues respond very well to the

encouragement to be creative and forward looking, so that there is little complacency and the school succeeds in maintaining its standards from year to year. This has resulted in the development of a school that, in spite of its rather remote location, has no difficulty in attracting pupils. Subject leadership is capable and willing to be active in its monitoring and improvement responsibilities. It has succeeded for example, in ensuring that mathematics, which was slightly weaker than reading and writing at the last inspection, is now fully matching their strength.

The school regularly monitors its provision and performance by systematic lesson observation and analysis of pupils' progress. Parents are consulted through regular surveys and pupils are often asked for their views. As a result, the school has a very good understanding of its strengths and areas in which it could be even better.

Governors provide excellent support. They have a very well organised system for guiding and monitoring the curriculum and are involved in improvement planning at an early stage.

The quality of the school's leadership has been recognised outside the school. The Foundation Stage manager contributes to local authority training programmes and the school is a hub for early years' providers. A member of the governing body mentors and supports governors in other schools.

In succeeding so well in maintaining high standards over several years and emphatically improving the few weaker areas, the school has shown that it has an exceptional capacity for continuous improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you welcoming us to your school recently. We really enjoyed our visit. Your school was able to show us that it is outstanding. This means that it is very good indeed.

You do extremely well in all your work and do much better than children in most other schools. You make excellent progress to achieve this. An important reason is that your teachers are very good indeed. They have very high opinions of what you can do, which means that the work that they give you makes you think. They do this by carefully checking how well everyone is doing and making sure the work they give you is just right. They also ask you how you like to learn things and your answers give them lots of good ideas. You help your teachers very much, because you behave extremely well and are very willing to work hard and join in. We enjoyed seeing how happy you are. The school is very grateful for the help that your parents and the other grown ups at home give, by helping in lessons, raising money and making sure that you come to school regularly. These are all very valuable in helping you to do well.

The headteacher and all the other adults run the school very well indeed. They have made sure that it has done well for many years. They know what to do to make the school even better. They have done this for instance, by improving ICT tremendously. The only idea we have for them to think about is that they need to help you to learn more about how people live in far away countries.

Very well done to you all.

George Rayner

Lead Inspector