



All Saints CofE Aided Infant School

Inspection Report

Unique Reference Number 125198
Local Authority Surrey
Inspection number 293227
Inspection dates 31 January –1 February 2007
Reporting inspector David Marshall

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

Type of school	Infant	School address	Tilford Road
School category	Voluntary aided		Tilford
Age range of pupils	4–7		Farnham GU10 2DA
Gender of pupils	Mixed	Telephone number	01252 792491
Number on roll (school)	89	Fax number	01252 795168
Appropriate authority	The governing body	Chair	Mrs Alison Giltinan
		Headteacher	Mrs Ann Gunn
Date of previous school inspection	11 March 2002		

Age group 4–7	Inspection dates 31 January –1 February 2007	Inspection number 293227
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

All Saints is a smaller than average infants' school. Most pupils come from the surrounding village areas close to the school. Their parents have a wide range of occupations and the majority are owner-occupiers. Around 85% of pupils are White/British but other ethnic minorities are represented, for example, Indian and Fijian. Attainment on entry for the majority of children is above the national average. Currently 10% of the pupils are on the special needs register.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

All Saints is an outstanding school. The dedicated and high performing staff team are responsible for the school's success in providing high quality education. Behind their consistently high results are the excellent teaching and a vibrant curriculum which uses the superb grounds to enable pupils of all abilities to make substantial gains in their learning. A parent summed up what the school means to so many of them by saying, 'All Saints is a school with traditional values and up-to-the-minute teaching techniques. It provides a fantastic, creative learning environment in which each child is valued as an individual'.

Pupils' personal development and well being are outstanding. The school's links with the local church and community underpin the pupils' excellent spiritual, moral, social and cultural development. Behaviour is exemplary and friendly relationships are the norm.

Pupils' gifts and talents are encouraged from the outset and those who find learning difficult are given high quality support. From a variable, but above average, start in the reception class, pupils' standards are consistently well above average levels by the time they leave the school. In the national assessments in 2006, the proportion of pupils achieving the higher levels was exceptionally high in mathematics and science, but less so in reading and writing. The school has already successfully implemented many ways to remedy this small discrepancy.

Right from the start, children make excellent progress in the outstanding Foundation Stage and are well placed to continue to do so in Year 1. Their language, personal, social and emotional skills improve rapidly because work is fun and every day brings a new challenge. The pace does not slacken in the rest of the school as teachers are very clear about the most effective ways to ensure that activities are appropriate for every pupil. Lessons are challenging and exciting, making sure that all pupils are constantly engaged. As one girl said, 'We really like learning at this school'.

The rich curriculum covers all subjects very well and is enhanced by a very good range of additional activities. The way that the wooded and outside play areas are used makes every day exciting for the pupils. Pupils are cared for exceptionally well and all of them, including the most vulnerable, feel safe and secure. Support staff make an outstanding contribution to the pupils' development.

Over the last four years the outstanding headteacher has led the staff through changes, including recent building work, with skill and care. She is very ably supported by all staff and developments are driven forward at a very good pace. Teamwork is excellent. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. There is an unremitting drive to improve. The staff's determination not to rest on their laurels is evident and the school has an excellent capacity to improve.

What the school should do to improve further

- Ensure that the pupils with higher ability continue to achieve the higher standards in reading and writing that they achieve in mathematics and science.

Achievement and standards

Grade: 1

Most pupils enter the school with above average attainment, although the number needing additional help for learning difficulties is around average for the size of the school. Standards are consistently high by the time pupils leave and their achievement is outstanding. Results in the national assessments in Year 2 this year, in reading, writing, mathematics and science were 100% average or better. Pupils' targets are challenging and in these national assessments were exceeded with a very high proportion of pupils achieving the highest level in mathematics and science. The school is especially good at assessing how well its pupils are doing so that any gaps or weaknesses are identified quickly and tackled with care.

Pupils' achievements are improving across a wide range of subjects and there are many opportunities for pupils to develop their creative, sporting and musical talents. Information and communication technology (ICT) is used well across the whole curriculum and pupils are achieving well. The provision for pupils with learning difficulties is very good and they make excellent progress.

Personal development and well-being

Grade: 1

Pupils love coming to school and their attendance is above average. They enjoy every aspect of school life and participate eagerly in all it has to offer. Pupils are polite, well-mannered and confident when talking with each other and adults. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils develop a very good understanding of how to stay healthy, by eating sensibly and enjoying physical activities. There are many opportunities for regular exercise in physical education lessons and in the spacious school grounds.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils are respectful of each other and follow the school's clear moral code. They are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils understand about the beliefs and lives of people from different cultures and contribute well to their own community. The school council has been instrumental in putting forward ideas that are making a real difference to the quality of their own school. Pupils are learning the necessary skills that will enable them to settle into their future schools well, and become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 1

Teachers make learning fun. Lessons are never less than good and usually excellent. Teachers' planning is exceptional and in all subjects is firmly based on the use of careful, but simple, assessments. This ensures that tasks are pitched at the right level for all pupils. Lessons move forward at a very good pace and pupils' attention is held throughout. The use of resources, such as the interactive whiteboards and the school grounds, inspire pupils to try their hardest. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given. Marking, with the pupils, is used very well to give very clear and immediate pointers about what they need to do to reach even higher standards. Targets are used very well and all pupils know what they have to do to improve their work.

Curriculum and other activities

Grade: 1

The school's curriculum is excellent. Learners enjoy and benefit from a wide range of activities inside and outside the classroom. Approaches to learning match the needs of all pupils including those who have learning difficulties, or have gifts and talents. Resources are very well used. There is a good range of high quality additional activities that enrich the curriculum and promote pupils' development and enjoyment. Pupils speak especially enthusiastically about 'Friday Workshops' where they join with pupils from other classes to do a range of practical and artistic activities. Provision for pupils' personal, social and health development are excellent. By the end of Year 2 pupils are well prepared for junior education and the transfer between schools is managed very well.

Care, guidance and support

Grade: 1

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils agree that the school is a very safe and supportive place. Children settle into the Foundation Stage particularly well because of the outstanding care taken over the home visits and induction process. From this early start staff members know all pupils really well and treat them with respect and fairness at all times. The partnership with parents is exemplary. The Friends of All Saints Association provides unstinting support and is a real asset to the school.

Linked to the exceptional practice in pastoral care is the robust assessment of academic progress. Comprehensive assessment information is regularly updated, pupils' strengths

and weaknesses are accurately identified and appropriate support or extra challenges are provided at all times.

Leadership and management

Grade: 1

The foundations of the school's success lie in the staff's commitment to meeting the needs of all. The school provides a warm, caring environment where the excellent welfare for each pupil ensures the outstanding development of their personal qualities. Teamwork is of the highest quality and all staff are ambitious for the pupils' success in their personal and academic development. The headteacher's leadership is outstanding. One parent paid her a tribute by saying, 'I think it is lovely to see the headteacher greet the children each morning, which makes the children feel welcome and secure at school'.

There is a clear understanding of the strengths of the school and areas that need more development. The school's self evaluation is extremely effective. The school development plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The governing body is fully involved in this process. Governors bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

There are excellent systems to monitor pupils' progress and the quality of teaching and learning. There is a high commitment to include all pupils in all activities and the care and concern for all pupils is a high priority. The school is very well placed to continue its successes and has an excellent capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school. I enjoyed my time with you and would now like to tell you what I found out about your school. I agree with what one or two of you told me - All Saints is a great school.

I think you all do very well and really try hard at all times. You are all making very good progress and I was very impressed that you knew what to do to make your work even better. I have asked your teachers to make sure that you do as well in English as you do in science and mathematics. I saw that you know you are especially lucky to have so many different activities both during and after school. I also saw how keen you are to take part and how well you behave. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall

(Lead inspector)