

# Horsell Village School

## Inspection report

---

<b>Unique Reference Number</b>	125080
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328282
<b>Inspection date</b>	17 October 2008
<b>Reporting inspector</b>	Juliet Ward

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	86
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gail Bromley
<b>Headteacher</b>	Mrs Elaine Cooper
<b>Date of previous school inspection</b>	11 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Hill Horsell Woking GU21 4QQ
<b>Telephone number</b>	01483 714 804
<b>Fax number</b>	01483 769 670

---

<b>Age group</b>	4–7
<b>Inspection date</b>	17 October 2008
<b>Inspection number</b>	328282

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issue:

How well the school had continued to rigorously monitor the learning in the outdoor area.

The inspectors gathered evidence by jointly observing lessons with senior managers, discussions with staff, governors and pupils, by scrutiny of pupils' work, monitoring of parental questionnaires and the school's records of checks on the quality of its work, and by tracking pupils' progress. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given by its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is situated in the village of Horsell, just outside Woking, and serves a mixed population. The Early Years Foundation Stage (EYFS) provision comprises three Reception classes. The majority of children are of White British heritage with a small number from ethnic minority groups. A small number have English as an additional language. The number of pupils receiving free school meals is low. Pupils identified as having learning difficulties and/or disabilities is lower than in most schools, but includes pupils with severe speech, language and communication difficulties, including Down Syndrome.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school has not let the grass grow since the last inspection when it was judged to be 'exceptional'. The pupils make outstanding progress and attain exceptionally high standards in reading, writing and mathematics, and apply what they have learned to their work in other subjects. Parents are delighted with the quality of education their children experience. One parent echoed the thoughts of the overwhelming majority when she wrote, 'Horsell Village School is everything that children should experience in their first school years: independence and fun learning in a secure and caring environment.'

The pupils are proud of their school and thoroughly enjoy learning. Consistently strong teaching and high quality support mean that pupils, irrespective of gender, ethnicity or ability, make outstanding progress throughout the school, both academically and in their personal development. Attainment on entry is just above the national average and the range of prior attainment is broad. Standards when pupils leave the school are well above average overall. Pupils do particularly well in reading with an impressive proportion achieving the higher levels. Standards in writing lag behind those in reading and mathematics, but remain very high. The school has acted quickly to tackle this. They introduced a range of initiatives to improve the pupils' performance, with a particular focus on helping pupils to become more confident by making writing more enjoyable, such as making their own books. The evidence confirms that this action is already bearing fruit and that standards in this area are rising.

Pupils bounce into school with great enthusiasm. Indeed, several parents said that their children would love to come at the weekend. Pupils learn very well how to stay safe and keep healthy through carefully designed themes such as 'All about me'. They talked excitedly about what they had learnt about diet and exercise from the visit of the 'Life Bus'. Pupils willingly take on extra responsibilities, such as membership of the school council, where among the wealth of topics discussed, they organise how to support buying Fairtrade products. They take pride in their school and behave extremely well. Social, moral and cultural values are promoted effectively through assemblies, classroom lessons and ongoing discussions about personal responsibility. Pupils' spiritual development is very good as is evident in their sensitive response to the work of artists and to the wonders of nature. Their written responses following a visit from an animal sanctuary showed great empathy for the creatures. The school encourages the pupils to take part in raising funds for a number of charities and to take part in local projects, such as Maypole dancing and musical concerts in the village and Woking Festivals. All this makes an outstanding contribution to the pupils' knowledge and understanding of different cultures and community life. The outstanding levels pupils attain prepares them very well for the next stage of their education and for their longer-term future. Attendance is very good; pupils come to school regularly, are punctual and thoroughly enjoy lessons and other activities.

Features of the outstanding teaching include the planning of a wide range of interesting activities, the fast pace of lessons, excellent relationships and very good use of resources such as story sacks and interactive white boards. Teaching assistants make a very valuable contribution to pupils' learning in supporting individuals and small groups. Pupils are developing so well as individuals because the school has established a very strong ethos of respect and care for others. Vulnerable pupils, including those with learning difficulties and/or disabilities and those learning English as an additional language, are very well supported so that they play a full part in lessons and other activities. The school's use of indoor and outdoor accommodation as stimulating learning environments in most lessons is exceptionally well organised, and very

effectively supports pupils' independent learning. Their learning in all lessons is very carefully tracked and monitored and leads to the planning of appropriately challenging work. The response from parents about the quality of the teaching was again very positive. One parent said; 'My daughter is making great progress and has been inspired by her wonderful teachers.'

Pupils' independence is promoted extremely successfully. Through the excellent curriculum pupils are encouraged to follow their own interests within a topic. Their written work reveals a high level of creativity and independence. Problem solving in mathematics provides exciting challenges and there are varied opportunities for pupils to make confident use of basic skills in all subjects across the curriculum.

Parents appreciate the outstanding care, guidance and support their children receive. Many paid tribute to the excellent relationships between adults and children. One parent wrote, 'An excellent school, instilling the right values in children'. Pupils know they are valued and that there is always someone to turn to if they are anxious about anything. They benefit from extremely effective guidance about how to improve their work. During lessons, teachers make clear what pupils are expected to learn. They follow this up in their marking, and give very clear guidance about how to improve their work through the use of a variety of symbols, easily understood by pupils. For example, a star indicates good presentation. Individual 'Dialogue Books' contain a record of regular discussions between teachers and pupils which are carefully focused on the next steps in their learning.

The headteacher provides outstanding leadership. She knows the school's strengths and weaknesses very well and this is evident in the high quality of the school's self-evaluation. The school has excellent systems for checking how well it is doing and uses them effectively. For example, the improvements in the proportion of pupils attaining higher levels results from well focused interventions. Together, senior leaders, governors and all staff form a very effective team who go the extra mile to make sure all pupils, whatever their starting points, have the best possible start to their education. The school has an excellent capacity to improve. This is because there is a common sense of purpose and a lack of complacency. The impact of the highly effective leadership is seen in the excellent progress made since the last inspection. One parent reflected the views on many when she wrote; 'The headteacher runs a brilliant school where my boys have thrived'.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children make a flying start to school life and relish the challenging and interesting activities provided both inside and outdoors. They quickly settle and learn to cooperate and collaborate on projects. Their personal, social and emotional development is exceptionally good and ensures that they are well-equipped and positive learners. Because of high quality teaching and the imaginative curriculum, the children blossom, achieve exceptionally well and take a keen interest in everything. Staff have skilfully provided activities that motivate different groups. Learning is very well organised and productive because the staff clearly understand the needs of each individual. They use their observations and assessments to plan work that motivates and challenges the children at just the right level. By the time they leave the Reception classes almost all children are working at levels that are in advance of those expected for their age. As one parent summed up the children's experiences. 'The caring atmosphere at the school has helped to make my son's first weeks at school happy and enjoyable'.

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

Although there are no substantial weaknesses, the inspectors agree with the school that in order to build on its success it should concentrate on:

- aiming to extend and improve the quality of the pupils' writing by providing even more opportunities to write for different purposes.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

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

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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/or disabilities make progress	1

---

<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B**

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

03 November 2008

Dear Children

Inspection of Horsell Village School, Woking, GU21 4QQ

Your school is an outstanding school with so many really special features.

Thank you for making us so welcome when we came to your school. We really enjoyed visiting all of your classes, looking at your work and talking with you. We are sad not to have been able to spend much more time in each class. We are especially pleased some of you came to talk to Mr Compton about your work, and showed him lots of it.

All of the adults working with you care very much about you and want you to do well. Your headteacher leads and manages your school brilliantly. From Reception onwards, you make outstanding progress during your time at Horsell Village School and are ready to manage even harder work when you move to the junior school. Your teachers make lessons exciting. Your behaviour is excellent, you listen very well in lessons and work hard. Your parents said how much they like the school and they told us as did lots of you how well you get on together and how helpful the teachers are. It was good to see how kind you are and how willingly you help each other.

We agree with your headteacher and teachers that some of you can do even better writing, and become real authors.

Please thank your parents for kindly sending in the letters and responses to the questionnaire. These helped us to understand how well the school is doing. We think your parents enjoy joining you in your learning. We agree with them that Horsell is 'an excellent school which encourages you all to think carefully and learn to care for others'.

With best wishes

Yours sincerely,

Juliet Ward

Lead Inspector