

## Windlesham Village Infant School

Headteacher Mrs Naomi Ezzard

School Road, Windlesham, Surrey, GU20 6PD

Expected Ofsted Grade comparison

Overall Effectiveness of the school	Outstanding
	SMSC Outstanding
Quality of teaching	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Achievement of pupils	<b>Outstanding</b>
Behaviour and safety of pupils	<b>Outstanding</b>
Early Years Foundation Stage	<b>Outstanding</b>

### Overall effectiveness of the school

This is an outstanding high achieving school with a warm, welcoming and inclusive ethos that continues to provide an excellent education for all who attend. Achievement of pupils in a caring environment is consistently strong and is well above what is achieved nationally.

Teachers work hard and secure a friendly environment that pupils thrive within. The Headteacher and other leaders across the school ensure the school's continued development. They are not complacent about the high performance of the school but strive to make things even better and look for the elements within the school that can be developed still further.

The consistency of teaching in providing interesting and engaging opportunities to explore thinking in a range of contexts enriches the experiences of pupils in all classes. Windlesham Village School is highly inclusive and uses a wide range of opportunities to give pupils a wider experience of people and the world. High standards of behaviour are expected and pupils exceed these demonstrating their eagerness to learn and their inquisitive nature, which is nurtured by all adults in the school

### School Key Findings - Summary

- The long history of success in the school does not inhibit the school's drive for further development and so the school remains a successful and forward looking seat of learning.
- This is a caring and loving school that all students thriving within.
- The school provides a curriculum suitable for pupils to establish firm foundations for their next school.
- Pupils are set challenging targets and enjoy school a great deal building confidence
- Pupils with Special educational needs are very well catered for and the school demonstrates a highly inclusive approach.
- Teaching has an outstanding impact and there are a wide variety of skills that contribute to high rates of progress for pupils.

**Windlesham Village School provides pupils with an excellent start to school life.**

## **Inspection Plus Activities**

A whole school Inspection+ was undertaken over a number of days with a final day on 20 April 2015. A wide range of evidence was gathered across the school. Evidence included meeting with leaders and pupils. The school's own progress tracking data was analysed as well as observations of all teachers and an assembly. School documents relating to policy and practice were scrutinised and procedures looked into to clarify practice.

The Inspection+ Evaluation was led by an independent consultant (ex HMI). Evidence gathered and scrutinised by the school senior team were moderated and judgements validated by the independent education consultant. Judgements are applicable across the school including EYFS.

The school has a very open and developmental approach to the process and contributed in a collaborative and highly professional manner and has a very positive approach to school development actively seeking out aspects that can be further improved.

The Inspection+ evaluated evidence gathered over a number of terms to establish how strong systems really are rather than the snapshot of an Ofsted Inspection.

## **The Leadership and Management of the School**

## **Outstanding**

The Headteacher's leadership of the school is highly effective. She knows the school very well and is able to identify areas for improvement with a clear vision of how the school can develop beyond its current outstanding position. The school is forward looking and the Headteacher is exploring opportunities for longer term developments of the school to ensure it continues to provide an exceptional education for pupils now and in the future.

Leaders at all levels contribute well to maintaining the high levels of achievement and personal development and ensuring it is an exceptionally inclusive environment for all of the pupils who attend the school. The leaders are able to demonstrate clear evidence to meet Ofsted criteria for outstanding Leadership of the school.

Systems in the school work well, morale is high and the school is effective in helping staff to develop their careers with pupils' success central to all they do. Secure performance management systems are in place.

The curriculum in the school is very well thought through. The implementation of changes are appropriately considered to ensure foundations for future learning are solid. A focus on building confidence is successful in engaging pupils in learning through fun and interesting experiences.

Monitoring and development of teaching is strong and so teachers develop very effective teaching practice and are encouraged to be creative in providing rigorous enjoyable and stimulating learning experiences. The Headteacher's accurate and clear understanding of the quality of teaching and decisive approach to developing individuals demonstrates the leadership of teaching and learning is strong.

Governance is strong with a clear understanding of how they are; developing a long term strategic plan, holding the Headteacher to account and supporting developments. There are increasingly systematic approaches to monitoring the work of the school and they have high expectations for the school and the pupils.

## **The Achievement of Pupils**

## **Outstanding**

Pupils in the school achieve exceptionally well compared to the national picture in all year groups because the experience in the school is so rich. Through a wide range of experiences

pupils make very good progress, build confidence and thoroughly enjoy school in this loving environment.

Success in understanding of phonics, regular reading and good role modelling of all staff supports pupils reading. Reading, writing, speaking and listening are developed well in the school for all pupils and there are no significant differences between groups of learners in the school.

The achievement of pupils with special educational needs is outstanding. With some clear examples of exceptional impact on the lives of individual pupils as well as an extremely effective community understanding of the needs of others. Pupils in Windlesham village School have an acute sense of community and are very well prepared for the next stages of learning.

The school has built on its academic success year on year and ensures that this is complimented by personal development and instilling core moral values and broadening horizons.

The school tracks pupil's progress accurately with robust moderation and uses this information to inform teaching, set challenging targets and monitor performance. A wide range of indicators including national summary data shows that the impact of the school is outstanding overall.

### **The Quality of Teaching**

**Outstanding**

Some of the teaching in the school is of the highest quality and exciting opportunities are provided that stimulate thinking. During one lesson that explored mathematics through cooking pupils enjoyed challenges set by adults, and then used this experience to stimulate writing of very high quality. The best of teaching engages pupils, ensures that the individual challenge and support maximises progress and extends pupils far beyond the national curriculum.

The school has a very clear understanding of how teaching can improve further to ensure that the experience of pupils continues to be high quality even when there are changes to staffing. Teachers plan opportunities well that have the potential to support the highest rates of progress. There is good subject knowledge of teachers that comes across in the very effective modelling in the classroom. The most effective teaching was seen when teachers worked with small groups and individuals. Teachers were then able to question and probe learners in a highly focused way and set individual challenges to maximise progress, making it clear to pupils what they need to do next. Where pupils did not get such individualised attention progress was slower particularly the progress of the most able pupils who on occasions were not stretched enough.

### **The Behaviour and Safety of Pupils**

**Outstanding**

Behaviour in the school is very positive throughout the school. Teachers model polite and courteous behaviour and pupils adopt this quickly after starting in the school. Pupils are thirsty for the range of learning activities the school offers and relish the opportunity to show what they can do and to learn more about everything. Pupils are keen to talk to visitor and are rightly proud of their achievements and the success of the school. Behaviour is monitored effectively and pupils are very well supported so that they feel very safe both physically and emotionally. Pupils readily contribute in lessons and value the work of others. They are very aware of different types of bullying and have adults that they trust to talk to if they want to discuss problems or issues.

The school meets legislative requirements in safeguarding. Robust procedures are in place to ensure pupils remain safe in the school. Recruitment processes are robust and training of

staff to keep pupils safe is regular and appropriate. The schools work to keep pupils safe and secure is good with a sharp focus on what it can do to improve things further.

### What does the school need to do to improve further?

- Refine some teaching further so that all opportunities are embraced to maximise progress in all lessons.
- Develop monitoring and support processes through all members of staff to enable wider collaboration between colleagues.

### Inspection Plus report from Paul Scott - Independent Education Consultancy

Enquiries

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Compiled for

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