

## National Society Statutory Inspection of Anglican Schools Report

### **Ewhurst Church of England Voluntary Aided Primary School**

The Street

Ewhurst

GU6 7PX

**Diocese: Guildford**

Local authority: Surrey

Dates of inspection: 2<sup>nd</sup> February 2007

School's unique reference number: 125181

Headteacher: Mrs J Dyer

Inspector's name and number: Mrs M Hillman (297)

#### **Description of the school**

Ewhurst CE Infant School is much smaller than most. There is some variation in socio-economic circumstances, but most are from advantaged backgrounds. Pupils enter the Foundation Stage with standards in line with the expected level. The proportion of pupils with learning difficulties or disabilities is below average. The school has excellent church and community links and holds a Working Partnership with Parents Award as well as Investors in People and Healthy Schools status.

#### **Summary Judgement**

**Ewhurst, Church of England, Aided Infant School is outstanding in its distinctiveness and effectiveness as an Anglican School and pupils are offered extensive opportunities to explore the Christian faith.**

#### **Established strengths**

- There is a strong link between the school and church, which places both at the centre of the community and offers excellent role models on a daily basis.
- The partnership and communication between the parents and school is excellent.
- The way that each pupil is individually known so that interventions and support can be established early.

#### **Focus for development**

- Review the curriculum to embed aspects of global citizenship and allow pupils more opportunities to learn about religion, particularly other faiths.
- Develop systems for monitoring and evaluating Religious Education.

**Ewhurst, Church of England, Aided Infant School, through its distinctive character, is outstanding in meeting the needs of all learners**

The school vision “In God’s care growing and learning skills for life” is central to all the school does. The needs and abilities of each pupil are a priority and early intervention and support is a strong feature. Relationships within the school community are exemplary and characterised by Christian care and concern. Interaction with pupils starts before the pupils enter school through close links with the local nurseries and develops into excellent profiles in the reception class. This in depth knowledge makes all pupils feel valued and special. All staff are familiar with all pupils and by using the “Toolkit for Learning” they are able to focus on very specific skills and extend all pupils. This in turn enables the pupils to become independent and confident. Social development is excellent. By their involvement in the Golden Boot challenge, which encourages sustainability, pupils have developed a strong sense of their own responsibility for and stewardship of their environment. Spiritual development is excellent. Not only does the school provide an excellent range of Christian symbols for pupils to focus and reflect on but also excellent opportunities are given throughout the day for pupils to share other viewpoints and respond using their senses. Pupil behaviour is excellent and they are given many opportunities to take responsibility and contribute to school life. The School Council also allows them to be involved in decision making. At present, cultural development is only good as there are insufficient regular opportunities for pupils to develop an overview of their part in global citizenship.

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

Worship is central to the life of the school. Acts of Worship are consistently well planned, imaginative and inspiring. They provide excellent opportunities for spiritual growth and reinforce Christian teaching and values. They involve high levels of participation by individuals throughout. For example in the worship observed pupils joined with singing including actions, they shared ideas with a partner and individuals shared their own prayers with those assembled, thereby enabling them to consider their own emotional and spiritual response. Two pupils also taught a skipping game to another and then all reflected on feelings about passing on knowledge or learning a new skill. The use of “Scruffy” the puppet, by the vicar, a regular visitor, ensured that the pupils were motivated and interacting. Although parents only attend Acts of Worship in the church they spoke very positively of elements of worship that were shared with them at home by their children and by the regular information about achievements gained in the fortnightly letter from the headteacher. Worship is consistently and recognisably Christian and honours the Anglican tradition; it makes excellent use of the resources of the Church, especially the contribution of its staff.

The school meets the statutory requirements for collective worship.

### **The effectiveness of Religious education is good.**

Religious Education is recognised by governors, senior management and other staff as being of particular importance in a Christian school and the subject's status in the school reflects this. Pupils are actively engaged in their learning. In a lesson observed pupils had prepared questions to ask the church organist (Musical Director), they visited the church and experienced pieces of music and learnt a song accompanied by the organ. Achievement in relation to the learners' background and prior attainment is good but standards of attainment are slightly below those in the core subjects. The quality of both learning and teaching is excellent in the Foundation stage and good in Key Stage 1. Pupils show excellent knowledge and understanding of the Christian faith but their knowledge of other faiths is limited. There is excellent coverage of Christianity, but little link to other faiths, meaning that the work covered does not enable the pupils to reach the higher levels in learning about religion (AT1), as they have little knowledge of another religion to compare Christianity with. Pupils were able to reach the higher levels in learning from religion (AT2) and express sympathy and empathy, for example when pupils explained their own feelings about the war memorial or wrote poems about poppies.

The school meets the statutory requirements for Religious Education.

### **The leadership and management of the school as a church school are outstanding**

The headteacher and governors provide outstanding leadership of the school. The strong and distinctive Christian vision, shared by the whole school community, is explicit in all aspects of school life and valued and shared by parents. There are many opportunities for the pupils to observe excellent role models living the Christian life in practice. Excellent communication and information allows parents to fully support their children and parents speak highly of the Christian ethos. All members of the school community are valued. Pupils are encouraged to evaluate their own work and behaviour through the focus on the "Toolkit for learning" and there is a commitment to staff development and peer coaching to develop talents especially from within. There are well-established and highly effective systems for monitoring, evaluating and developing core areas of the curriculum and this needs to be extended more securely to Religious Education.

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Ewhurst GU6 7PX