

Inspection of St John's CofE Aided Infant School

Barford Lane, Churt, Farnham, Surrey GU10 2JE

Inspection dates: 7 and 8 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

All members of this school community are encouraged to uphold the vision of 'Let your light shine'. Pupils talk confidently about the rainbow rules and the fact that their light will shine if they follow these. The supportive environment ensures that pupils feel safe. This is also recognised by parents. One view, representative of many, commented on the 'caring and nurturing approach'.

There are high expectations for how pupils will behave and the manner in which they should treat each other. Staff ensure that these expectations are met by pupils. As a result, pupils' behaviour is positive. Pupils do not worry about bullying and they are rightly confident that any incidents of unkindness will be dealt with effectively by staff. Pupils proudly talk about how they uphold the six school values of thankfulness, peace, love and compassion, forgiveness, trust and friendship.

The curriculum is well designed to meet the needs of all pupils. Pupils are articulate and enthusiastic about their learning. They are able to apply ideas from their learning to other contexts. For example, pupils use their learning about materials in science to build a strong shelter during their forest school activity.

What does the school do well and what does it need to do better?

The curriculum is well designed. Leaders have identified and sequenced the key content pupils must learn in each subject. This begins in the early years where adults support children to develop the understanding they need to be prepared for their future learning in school. Here, adults carefully plan activities that enable children to learn new vocabulary and teach them to take risks. During the inspection, they were safely navigating the snowy conditions to explore properties of ice. Throughout the school, staff generally present the information they want pupils to remember in a clear and coherent way. This means that pupils can recall the most important content during their learning. There are minor inconsistencies in how well the mathematics curriculum is implemented. Staff do not all use the agreed models and materials in mathematics. Pupils can recall key learning in mathematics, but their understanding is not as secure as it could be.

This is an inclusive school. Leaders accurately identify pupils who have additional needs. They support staff effectively so they know how to make appropriate changes to activities and provision so all pupils can learn well. There is a sharp focus on ensuring that pupils with special educational needs and/or disabilities (SEND) access the full curriculum alongside their peers. The school works well with external agencies to provide appropriate advice to staff to fully support pupils with SEND.

Staff use a range of strategies to check carefully what pupils have learned throughout a topic, including questioning and reviewing completed work. This means that staff have an accurate view of what pupils know at that time. They use

this information effectively to plan next steps in learning. What is not as strong, in subjects other than English and mathematics, is how staff are made aware of how well pupils have remembered content from previous learning.

Leaders have prioritised reading across the school. Their vision that reading unlocks learning for pupils is shared by all. There is a phonics scheme in place that is implemented effectively by staff. There are well-established routines in phonics sessions. Consequently, pupils understand what is expected of them and learn well. Pupils who are at the early stages of reading are learning to secure new sounds. Pupils who struggle to recall the new sounds they have been taught are well supported by adults through interventions. Pupils read books that are matched to the sounds they have learned.

Behaviour around school is calm and productive. This is underpinned by the values of the school and the affable relationships between pupils and adults. Consistent routines for learning begin in the early years. Children are taught the skills they need, including listening carefully and taking turns, through games and activities. These high expectations continue throughout the school. As a result, learning is purposeful.

Pupils' personal development is nurtured through the curriculum and extra-curricular opportunities on offer. Leaders have successfully identified what pupils will learn through the personal, social and health education curriculum. Pupils have an age-appropriate understanding of key concepts such as keeping healthy and relationships. They are proud to represent their classmates through their roles as 'values leaders' and members of the school council. There is a wide range of clubs and extra-curricular activities for pupils to participate in. Leaders have ensured that these are inclusive and pupils enjoy attending these.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff understand the risks that pupils may face. All staff and governors have been trained so they know the signs and symptoms to look out for. Staff are confident of what to do if they had any concerns about a pupil's welfare. The safeguarding team works with external agencies and makes timely referrals.

Pupils understand how to keep themselves and others safe, both online and in the real world. They are confident about speaking to an adult in school if they had a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are minor inconsistencies in the implementation of the mathematics curriculum which means that pupils' learning is not as secure as it could be. Leaders need to ensure that all staff implement the intended scheme consistently.
- For some foundation subjects, leaders have not fully considered how the evidence they gather about how well pupils have learned the intended curriculum will be used to shape future learning. This means that staff do not always know pupils' starting points when delivering new units of learning. Leaders need to continue to refine assessment systems and practice, so that important information is shared to good effect.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125184
Local authority	Surrey
Inspection number	10256356
Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair of governing body	Clair Craven
Headteacher	Marion Stevens
Website	www.stjohns-farnham.surrey.sch.uk
Date of previous inspection	9 and 10 June 2010, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Diocese of Guildford. The last inspection of the school's religious character was in June 2015.
- The school does not currently use any alternative provision.
- The current headteacher commenced her role since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher. They also met with other school leaders, staff and pupils.

- The lead inspector met with five governors, including the chair of the governing body. Inspectors also spoke with a representative from Surrey local authority and the Diocese of Guildford.
- The inspection team carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed curriculum plans and spoke to leaders about other subject areas.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the 47 responses to the Ofsted Parent View questionnaire and the additional 38 free-text responses. An inspector talked with some parents on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school development plan and pupil premium funding plan.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

David Cousins

Ofsted Inspector

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