

# INSPECTION REPORT

## **Tolworth Infants' School**

Tolworth

LEA area: Kingston

Unique Reference Number: 102575

Headteacher: Ms E Joyce

Reporting inspector: Mr S Beaumont

Dates of inspection: 8<sup>th</sup> to 11<sup>th</sup> November 1999

Under OFSTED contract number: 706635

Inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

|                              |   |  |
|------------------------------|---|--|
| Type of school:              | - | Infant                                       |
| Type of control:             | - | County                                       |
| Age range of pupils:         | - | 3 to 7 years                                 |
| Gender of pupils:            | - | Mixed  |
| School address:              | - | School Lane<br>Tolworth<br>Surrey<br>KT6 7SA |
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| Appropriate authority:       | - | The governing body                           |
| Name of chair of governors:  | - | Mr Robert Fogg                               |
| Date of previous inspection: | - | February 1996                                |

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| <b>Team members</b>                       | <b>Subject responsibilities</b>                                       | <b>Aspect responsibilities</b>  |
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| Joy Buncher,<br>Lay Inspector             |   | Attendance<br>Support, guidance and pupils' welfare<br>Partnership with parents and the community<br>The efficiency of the school |
| Sally Handford                            | English<br>Music<br>English as an additional language                 | Special educational needs<br>Equal opportunities<br>The curriculum and assessment   |
| Tusha Chakraborti                         | Information technology<br>History<br>Geography<br>Religious education | Attitudes, behaviour and personal development<br>Leadership and management  |
| Christine Perrett                         | Science<br>Design and technology<br>Art                               | Staffing, accommodation and learning resources  |

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## MAIN FINDINGS

### What the school does well

- .Gains very good standards in mathematics and good standards in reading, listening and speaking, and music.
- .Promotes very good behaviour and establishes very good relationships.
- .Fosters good attitudes. Pupils enjoy their activities and want to go on learning.
- .Provides good support for pupils with special educational needs, and for those with English as an additional language.
- .Welcomes families from various cultures and works with them to create a spirit of one community within the school.
- .Involves all parents in the education of their own children's learning to good effect.
- .Makes good provision for pupils' spiritual, moral, social and cultural growth.
- .Creates a good atmosphere in which all children are valued, feel safe and cared for.
- .Values pupils' work, displays it well and makes the accommodation very stimulating for all who work in the school.

### Where the school has weaknesses

- I.Other than in English and mathematics, teachers do not always clearly identify what is to be learned in their planning or teach skills by building on what is already known.
- II.Standards in information technology are below standards expected nationally as the full National Curriculum is not taught.
- III.Curriculum co-ordinators do not monitor the quality of teaching and standards of learning sufficiently in their subjects.
- IV.In a small proportion of lessons teachers do not expect enough of their pupils, the pace of lessons is too slow, and pupils are not active enough in their own learning.
- V.Some pupils taken out of lessons for extra support miss significant experiences.
- VI.Support staff are not always employed efficiently, particularly at the start of lessons.

**This is a good school, with some very good features, with strengths that greatly outweigh weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

There has been satisfactory progress in acting on the key issues identified in the inspection of February 1996. The governors' action plan has been carried out. There has been good progress in extending science activities in the Nursery, and in improving continuity between classes. Group work has been well developed, and assessment greatly improved. Behaviour and relationships have also improved. The pace of lessons and raising expectation as to what can be achieved in a session still need further attention. The school is well placed to make further improvements and to meet its targets.

## Standards in subjects

The table shows the standards achieved by seven-year-olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | <b>Key:</b><br><br><i>well above average</i> A<br><i>Above average</i> B<br><i>average</i> C<br><i>below average</i> D<br><i>well below average</i> E |
|----------------|---------------------------|-------------------------------|---|
| Reading        | B                         | B                             |   |
| Writing        | C                         | D                             |   |
| Mathematics    | A                         | B                             |   |

Standards in reading are above average in comparison with all schools nationally, and with those with pupils from similar backgrounds. In writing standards are broadly in line with the national average, but below those gained by similar schools. Achievement in mathematics is well above the national average, and above average when compared with similar schools. The percentage of pupils achieving the expected levels for seven-year-olds is broadly in line with the national average in reading, writing and science and above this in mathematics. Pupils achieving at the higher level expected of nine-year-olds is well above average in reading, mathematics and science, and broadly in line with the national average in writing. Standards have been broadly similar for the last three years. Inspectors judge that pupils currently in Year 2 should achieve standards in mathematics, reading, listening and speaking and music that are above those achieved nationally. Standards in religious education should meet those expected in the Kingston Agreed Syllabus. In all other subjects standards should be in line with national expectations, except in information technology, where they are likely to be below.

## Quality of teaching

| Teaching in:           | Under 5      | 5 - 7 years    |
|------------------------|--------------|----------------|
| English                | Good         | Good           |
| Mathematics            | Good         | Very good      |
| Science                | Satisfactory | Satisfactory   |
| Information technology | N/A          | Unsatisfactory |
| Religious education    | N/A          | Satisfactory   |
| Other subjects         | Satisfactory | Satisfactory   |

The quality of teaching is satisfactory overall, with good and very good teaching in mathematics and English. Teaching in the Nursery is consistently good. Lessons are well planned in English and mathematics, but some lessons in other subjects do not clearly identify what is to be learned. Of the 87 lessons inspected nearly half were good or very good, with only three lessons unsatisfactory. In these unsatisfactory lessons, not enough was expected of children and the pace of teaching was too slow.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

### Other aspects of the school

| Aspect  | Comment  |
|---|--|
| Behaviour                                       | Pupils have good attitudes. They are keen to succeed and enjoy their work. They co-operate well together. Behaviour in and around the school is very good and there are very good relationships. These factors have a very positive effect on standards.   |
| Attendance                                      | Attendance is satisfactory and broadly in line with the national average.  |
| Ethos*  | There is a positive atmosphere in the school. Each pupil is valued, and seen as an individual. There is excellent racial harmony, and boys and girls work and play very well together.   |
| Leadership and management                       | The headteacher and governors give good leadership and they have a clear vision for the school. Management is satisfactory, but the role of curriculum co-ordinators is not fully developed so as to involve them sufficiently in monitoring the quality of teaching and checking on standards. All statutory requirements are met except in carrying out teacher appraisal, and reporting on the progress of pupils with special educational needs in the governors' annual report. |
| Curriculum                                      | Governors and staff give high priority to the teaching of English and mathematics. The curriculum is broad, balanced and relevant to pupils' needs. The requirements of the National Curriculum are met, other than in information technology, where not enough is taught. There are satisfactory procedures for assessment.   |
| Pupils with special educational needs           | Pupils with special educational needs are well provided for. They make good progress throughout the school and meet the targets which are set for them.  |
| Spiritual, moral, social & cultural development | The school makes good provision, pupils know the difference between right and wrong, are given good opportunities to reflect and grow socially. They are prepared very well to live in the multi-cultural community around them.   |
| Staffing, resources and accommodation           | The school is well staffed with appropriately qualified and experienced teachers. There is very good provision of classroom and welfare assistants. There are good resources, other than for information technology. The accommodation is good and there are very good outside facilities.   |
| Value for money                                 | Because the pupils make satisfactory progress overall and gain good standards in English and mathematics with good personal development, the school provides satisfactory value for money.   |

\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

### The parents' views of the school

| § What most parents like about the school   | What some parents are not happy about   |
|---|---|
| VII.The encouragement given to take an active part in the life of the school.<br>VIII.The approachability of staff.<br>IX.The work children are given to do at home.<br>X.The values and attitudes that the school gives.<br>XI.That their children enjoy school. | XII.Encouragement given to involve children in activities in addition to their lessons. |

Through the questionnaires received and in comments made at the meeting, parents are very supportive of the work of the school. Inspectors consider that the range of extra-curricular activities provided is satisfactory and of a varied nature.

## **KEY ISSUES FOR ACTION**

In order to raise standards further and improve the quality of education the headteacher, staff and governors should:

XIII.raise standards in information technology by extending teacher expertise, teaching the full National Curriculum, updating software and hardware, and using computers more in learning;  
[paragraphs 8, 24, 27,52, 57, 60, 99, 102]

XIV.improve the quality of teaching, other than in mathematics, by expecting more of pupils, making them more active in their learning and moving through lessons at a brisker pace;  
[paragraphs 19, 21, 22, 29, 73, 81, 95]

XV.develop the roles of curriculum co-ordinators to make sure there are up-to-date policies, schemes of work that identify what skills are to be taught when, and that they monitor the quality of teaching and learning in their subjects;  
[paragraphs 27, 47, 49, 103, 108, 112, 113, 121, 126, 132, 136]

XVI.extend the good planning of lessons with clear learning objectives seen in English and mathematics to other subjects. [paragraphs 29, 96, 117]

In addition to these key issues the following weaknesses should be considered for inclusion in the action plan:

XVII.put appraisal in place, and ensure that progress of pupils with special educational needs is reported in the governors' report to parents, so as to meet statutory requirements; [paragraphs 49, 51, 55]

XVIII.make fuller use of the library as a resource for learning; [paragraphs 60, 82]

XIX.develop links with the junior school to improve the smooth transition of learning;  
[paragraphs 27, 41]

XX.use writing and mathematical skills more fully in other subjects; [paragraphs 77, 78, 87]

XXI.give greater emphasis to investigating and experimenting in science; [paragraphs 7, 96]

XXII.co-opt further governors as permitted, so that the governing body is at full strength;  
[paragraph 48]

XXIII.ensure that all staff are used efficiently; [paragraphs 59, 81]

XXIV.check that when pupils are taken out of lessons for additional support they still receive the full curriculum; [paragraphs 20, 26, 81]

XXV.encourage staff to attend assemblies, so as to be able to refer to them in other lessons;  
[paragraph 33]

XXVI.extend local business links. [paragraph 44]

## **INTRODUCTION**

### **Characteristics of the school**

1. This is a large infants' school with an attached Nursery class for children aged three to seven. There are currently 229 full-time pupils in Reception to Year 2, with a further 79 attending part-time in the Nursery and Reception classes. Children join the Nursery in the September following their third birthday and enter the Reception class in the September following their fourth birthday. They attend full-time at the start of the term in which they become five. At the time of the inspection there were 102 children under statutory school age. There has been little change in the number attending the school over the last three years. There are ten classes, each having a single year group. The average class size is 27.
2. The school serves families from a wide range of backgrounds with a significant minority from a variety of differing cultural heritages. The percentage of pupils with English as an additional language [14 per cent] is high. Fifty-nine pupils are on the school's register of special educational needs, with ten requiring additional outside support, which is similar to the national average. The percentage of pupils claiming free school meals [16 per cent] is broadly in line with the national average.
3. Children enter the school soon after their third birthday with skills in line with those expected of this age nationally. Attainment on entry to the Reception classes is broadly in line with the average for Kingston, and above that expected nationally.

3. **Aims and Priorities**
4. Governors and staff see the cultural diversity as a positive factor and aim to educate each child according to their needs. They look to encourage pupils' interests, celebrate their achievements and develop skills that will enable them to grow into positive, thoughtful and tolerant young people. Current priorities are to raise standards further, develop information and communications technology, improve the quality of writing, and make fuller use of the school grounds.

#### 4. **Key Indicators**

## Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1999 | 35   | 47    | 82    |

| National Curriculum Test/Task Results   |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys     | 23      | 23      | 29          |
|   | Girls    | 45      | 45      | 46          |
|   | Total    | 68      | 68      | 75          |
| Percentage at NC Level 2 or above       | School   | 83 (88) | 84 (87) | 92 (99)     |
|   | National | 82 (80) | 83 (81) | 87 (84)     |

| Teacher Assessments                     |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys     | 43      | 28          | 29      |
|   | Girls    | 45      | 45          | 45      |
|   | Total    | 88      | 73          | 73      |
| Percentage at NC Level 2 or above       | School   | 83 (81) | 89 (89)     | 89 (93) |
|   | National | 82 (81) | 86 (85)     | 87 (86) |

## Attendance

Percentage of half days (sessions) missed through absence for the Latest complete reporting year

|                      |                           | %   |
|----------------------|---------------------------|-----|
| Authorised Absence   | School                    | 4.5 |
|                      | National comparative data | 5.7 |
| Unauthorised Absence | School                    | 1.0 |
|                      | National comparative data | 0.5 |

## Exclusions

Number of exclusions of pupils (of statutory school Age) during the previous year:

|              | Number |
|--------------|--------|
| Fixed period | 0      |
| Permanent    | 0      |

## Quality of teaching

Percentage of teaching observed which is :

|                        | %  |
|------------------------|----|
| Very good or better    | 10 |
| Satisfactory or better | 97 |
| Less than satisfactory | 3  |

## PART A: ASPECTS OF THE SCHOOL

### 4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### Attainment and progress

5. Children enter the Nursery with varied levels of skills. When they reach the age of five, their skills are at average levels for the Borough of Kingston and above those expected nationally in all recommended areas of learning.

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

6. In the 1999 National Curriculum tests, pupils at the end of Key Stage 1 attained standards in reading above the average achieved by all schools nationally, and also above those with pupils from similar backgrounds. In writing, standards were broadly in line with the national average but below those gained by similar schools. Achievement in mathematics was well above the national average and above average when compared with similar schools. The percentage of pupils achieving the expected levels for seven-year-olds is broadly in line with the national average in reading, writing and science and above this in mathematics. Pupils achieving at the higher level [that expected of nine-year-old pupils] is well above average in reading, mathematics and science, and broadly in line with the national average in writing. Standards have been broadly similar for the last three years. There is no statistically significant difference in the attainment of boys and girls.
7. Inspectors judge that pupils in the present Year 2 should achieve similar levels to those gained in 1999. Standards in reading are above those achieved nationally. Pupils read with good fluency and expression and can use books to get information. Standards in speaking and listening are well above average, pupils listen intently to their teachers and each other and speak with confidence and clarity. Standards in writing are in line with those achieved nationally. Handwriting is well formed into a cursive script, and punctuation and spelling are satisfactory. Standards in mathematics are well above those achieved nationally. Pupils are particularly good at mental arithmetic, having a quick and accurate recall of number facts. They can explain their mathematical processes, showing that they understand what they are doing. The only weakness is that they do not use these skills enough in other subjects. Standards in science are broadly in line with those achieved nationally. Pupils have a comparative weakness in carrying out their own investigations.
8. Standards in religious education are in line with those required in the Kingston Agreed Syllabus and pupils have particularly good knowledge for their age of the festivals and customs of faiths represented in the school. Standards in information technology are below those expected nationally because the requirements of the National Curriculum are not fully met. Computers are appropriately used for word processing and for programmed learning. However, they are not used for simple data handling. Computers are not a natural part of pupils' learning. Standards in art and design and technology are in line with national expectations, with some examples of high quality work. In history and geography pupils achieve the nationally expected levels. Standards in physical education meet national expectations and pupils display good quality of movement. Standards in music are above national expectations, and singing is a particular strength. Pupils sing sensitively, tunefully and joyfully, and can do so without accompaniment.
9. Pupils of all levels of attainment make very good progress in mathematics, good progress in English, and satisfactory progress in all other subjects except information technology where progress is unsatisfactory. Higher attaining pupils are given work in English and mathematics that challenges them, and they attain higher levels than are expected for their age. In other subjects, teachers do not always expect high enough standards of their pupils or set work closely matched to their needs, and so pupils make only satisfactory progress. Pupils with English as an additional language make satisfactory progress. Pupils with special educational needs make good progress throughout the school and meet the targets they are set.

### **Attitudes, behaviour and personal development**

10. The attitudes of the children are good, as they were at the time of the last inspection. In lessons, the pupils show interest in their work by responding to their teachers' questions

with enthusiasm. For example, the pupils were very interested in studying maps in geography and enjoyed learning about newspaper headings in an information technology lesson. They ask as well as answer questions. Pupils sustain concentration for long periods of time, particularly in literacy hours, mathematics and geography. They contribute confidently to discussion in lessons with each other, the teacher, with support staff and other adults. They work well together and take pride in their work. Pupils enjoy their learning and respond well when they are required to use their own initiative.

11. Pupils behave very well and this has a positive effect on standards. Parents recognise that their children behave well in the school. The comprehensive procedures for rewards and sanctions actively encourage good behaviour. This is particularly evident at lunchtimes when pupils are encouraged to take care of those who are new to the school. The pupils have been involved in developing their own class rules. There have been no exclusions in the past three years. Teachers deal with any rare occurrence of bullying or unkind behaviour promptly and effectively.
12. The very good relationships that pupils have with each other, their teachers and other adults is a strength of the school. A high level of respect between pupils and teachers is evident in the classrooms. The pupils are actively encouraged to articulate their views and beliefs in lessons and assemblies, which develops their self-esteem and confidence. As a result, behaviour and relationships have improved since the last inspection. Pupils with special educational needs have good attitudes to their work and respond well to support. They have good relationships with the special needs teachers, support assistants and other adults who help them.
13. The personal development of the pupils is satisfactory. Pupils are involved in the daily routines of their classroom, such as taking responsibilities for distributing books and equipment and taking the register to the office. There are monitors in each class and each pupil is given the opportunity to take up the role of a monitor, which they do very willingly. Pupils take an active part in the life of the local community through visiting local places and museums.

## **Attendance**

14. During the 1998/1999 academic year attendance was satisfactory and broadly in line with the national average. On occasions a few pupils are late and this is checked on carefully by teachers. Parents say their children like going to school. Registers are maintained correctly and satisfy statutory requirements.

14.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

15. Overall the quality of teaching is satisfactory, with many examples of good, and sometimes very good, teaching in Key Stage 1 and for the under-fives. Of the 87 lessons seen, 97 per cent were satisfactory or good, ten per cent were very good and three per cent were unsatisfactory. Nearly 50 per cent of teaching was good.
16. Teaching in the Nursery is consistently good or very good. The teacher knows the children very well, and understands their needs. She creates situations and provides activities very carefully so as to involve the children in learning new skills and extending their ideas. This was particularly noted, where in an outdoor activities session, children had to weave their

way through a numbered circuit and sort objects into bigger and smaller. She gives them confidence in themselves, as when they are required to describe their teddies to others. Very skilled adult intervention, building on children's natural curiosity, was observed when she got children to look closely at what happened when ice melts. She expects very highly of children and gains a very positive response. The nursery nurse works very closely and effectively with the teacher and this has a very positive effect on the quality of teaching.

17. There is notably good teaching, especially in Key Stage 1, of English and very good teaching of mathematics. In these subjects teachers are very clear what pupils are to learn in each lesson, plan their lessons very effectively, and check on what has been learned at the end of each session. Examples of this were seen in a Year 2 class on numbers including hundreds and in a Year 1 class on adding smaller to larger numbers. In both cases teachers expected very highly of their pupils, matched the work closely to their attainment and moved the lesson on at a brisk pace. Pupils were actively involved in pairs, individually and in groups and were required not only to solve problems given to them, but to create and solve their own. Very good use of questioning made pupils explain their methods, encouraged them to use different ways of finding answers and made them think mathematically. Similarly, in an English lesson on writing instructions the teacher was careful to explain the purpose of the activity, gave clear explanation as to the difference between instructional and narrative writing, and then produced a flow diagram with the pupils on how they entered into assembly. Having required the pupils to consider the order of events and to write their instructions, they then used them to walk into assembly with great success. In a Year 1 class, the teacher gave an excellent example of expressive reading which captured interest and led onto high quality work.
18. Good teaching was also observed in an art and design and technology lesson in which pupils were required to make bookmarks based on the designs of William Morris. The close observation work of pupils and high demands made by the teacher resulted in work of a high standard. Good teaching in music and in physical education was observed. In these lessons the teachers were very clear as to what was to be learned, provided challenging activities, and used their own knowledge and skills to very good effect.
19. In the small number of unsatisfactory lessons teachers did not expect high enough standards of their children, kept them sitting passively for too long, and taught at too slow a pace.
20. Teaching given to pupils with English as an additional language is satisfactory. The teacher provides a good language model and effective reinforcement of vocabulary was observed. Teachers provide good opportunities for pupils with special educational needs. Teachers ask a range of questions which provide good opportunities for pupils to participate in lessons. Planning ensures that group activities in the literacy and numeracy hour are suitably adapted to meet their needs. Where support is given, pupils benefit from the help of the special educational needs teachers or well-qualified and trained support assistants. Targets are regularly reviewed with class teachers, parents, the special educational needs co-ordinator and support staff. Sometimes pupils are taken out of lessons for English support at appropriate times, as during silent reading, but sometimes this occurs during music or mathematics, which means that experiences are missed.
21. Teachers have good subject knowledge, skills and enthusiasm, other than in information technology. Teachers expect very highly of their children in the Nursery. In Reception and Key Stage 1, other than in English and mathematics, this is not always the case. In some lessons teachers do too much for their pupils, keep them sitting on the carpet for over long periods, and do not make them sufficiently active in their learning. Lessons do not always

move with sufficient pace and activities are not always demanding enough.

22. Lesson planning in English and mathematics is always at least good, and sometimes very good. In other subjects the individual lesson plans are not always clear as to what is to be learned and this has a negative effect on the quality of teaching. Similarly in mathematics and English, teachers use assessment well and they evaluate what has been learned so that they can plan further lessons. However, other than in a small number of cases, this is not done effectively in other subjects.
23. Teachers organise their classes very well and their control of pupils is very good. They set homework appropriately, even in the Nursery, and are applying the recent policy, which reflects national guidelines to good effect. Classroom and welfare assistants are used well in group work, but are not always actively involved during the times when teachers are giving direct teaching.

### **The curriculum and assessment**

24. The curriculum is broad, balanced and relevant to the ages and needs of the pupils. It places appropriate emphasis on literacy and numeracy. The curriculum effectively promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. It meets statutory requirements to teach all subjects of the National Curriculum, although not enough time and coverage is given to information technology. The curriculum is relevant to the needs of the pupils and successfully promotes the aims of the school. Religious education is taught in line with the requirements of the locally agreed syllabus. There is suitable provision for sex and health education and the dangers of drug misuse are dealt with sensitively.
25. In the Nursery, teachers plan the curriculum using the six recommended areas of learning so that there is a continuous progression in what children are taught. The Nursery curriculum has improved since the last inspection. Children transfer to the early stages of the National Curriculum when they are ready. The literacy and numeracy strategies are effectively adapted in the Reception classes to match the needs of these children.
26. Individual education plans for pupils who have special educational needs are realistic and set manageable targets which build upon small steps of success. These help to ensure that pupils make good progress. These plans are regularly reviewed with the involvement of teachers, support staff, the special educational needs teacher and parents. The school meets the requirements of the Code of Practice, and detailed and up-to-date records are kept on each pupil on the Special Educational Needs Register. Pupils for whom English is an additional language receive good support from teachers, support staff and staff provided through specific funding. Pupils with special educational needs, and those for whom English is an additional language, are mainly well integrated into the life of the school. However, there are occasions when individual pupils or small groups are taken out of lessons for targeted support which limits their access to their full curriculum entitlement.
27. The organisation of the curriculum is mainly good, and the arrangements for pupils to develop literacy and numeracy skills are having a positive impact upon the standards attained. There is an effective curriculum map, which gives a basis for medium-term planning, and gives good guidance to what is to be taught in each year group. Recently written schemes of work which use centrally produced guidelines, for subjects such as science, physical education, history and geography, have not been sufficiently adapted to meet the needs of the pupils in the school, and to identify clear objectives as to what is to be taught and when. However, there are no schemes of work for information technology

and music. Many policies are being reviewed and are in the early stages of being developed. Although there are improvements in the long-term curriculum planning since the last inspection, generally, the improvements in schemes of work and policies are too recent to be having a significant impact on standards. There are not enough curriculum links with the junior school and this has a negative effect on planning the curriculum as a whole.

28. A satisfactory range of extra-curricular activities is provided, including choir, country dancing, short tennis, drama and an environmental club. There is a good programme of visits and visitors, which greatly enhance the curriculum. The community policeman has established a good relationship with the school and gives regular talks to the pupils and, during the inspection, there was an interactive drama production and a talk on history.
29. Teachers share a common format for termly planning, and teachers plan together for their year groups and give thorough consideration to activities and resources. Planning for English and mathematics is very effective and follows national guidelines, with additional opportunities for pupils to gain skills in performance and to appreciate a wide range of literature. In science, information technology, and the other subjects, learning objectives are not always clearly stated in lesson plans, and teachers do not always separate the skills pupils need to learn from the activities planned to achieve goals. This prevents teachers from having a good oversight of the build-up of key skills over the year to allow pupils to make optimum progress. There is still too much emphasis on teacher-led activities, and teachers are not planning sufficiently for activities which help pupils to develop their independent learning skills. Support teachers and assistants plan effectively to give appropriate support to meet the needs of pupils with special educational needs and those for whom English is an additional language.
30. The school's procedures for assessing pupils' attainment are satisfactory. The recently agreed assessment policy provides very good guidance on systems and procedures, but is not linked to the most recent policies and schemes of work. Assessment of the under-fives is satisfactory. Teachers know their children well and keep appropriate records of their attainment. Procedures for assessing progress in English and mathematics are thorough. Teachers carry out a wide range of regular assessments of pupils' progress, and there is a systematic analysis of the results of standard assessment tests to set targets for improvement. Although there is a range of assessments carried out in science, there is no rigorous analysis of the results of national teacher assessment tests to set targets and help teachers in curriculum planning. Teachers record progress in other subjects and evaluations after lessons are conscientiously carried out. Results are reviewed weekly and used in the following week's planning. However, there are variations in the procedures for the ongoing recording of progress, which are still left to individual teachers, and there is a lack of rigour and consistency in keeping records. The implementation of the assessment policy should ensure improvements in assessment and recording of pupils' progress.
31. At all stages, pupils' records of achievement are maintained, and pupils' personal achievements are celebrated in a positive way by all staff in lessons and assemblies. Marking is carried out conscientiously, although pupils are not always given sufficient information on how they might improve their future work.

### **Pupils' spiritual, moral, social and cultural development**

32. The school makes good provision for pupils' spiritual, moral, and cultural development and ensures that they grow socially. These elements are seen as important in the school's aims and are reflected in the day-to-day work of teachers. All adults who work in the school treat children with respect and see them as unique individuals.

33. Spiritual experiences are provided throughout the curriculum. Teachers are careful to give pupils time to reflect and consider their own experiences at depth. Inspectors noted moments of wonder, particularly during a poetry session and when a sequined African cloth was shown to children. Pupils were genuinely amazed when it was drawn to their attention that they were the first ever to see the inside of a fruit cut open for them. Assemblies are conducted with great sensitivity and meet statutory requirements. They are held daily, and where there is a hymn practice this is supplemented with individual class acts of worship. The only weakness is that not all staff attend assemblies which means they cannot always be referred to in other lessons. Excellent assemblies were observed during the inspection, particularly in the celebration of Diwali. On one day pupils acted out the story with great confidence in speech and quality of movement. The following day a member of the Hindu faith explained how families celebrated the festival today and showed them the cards and other objects that were used. Teachers also prepared pupils very well for the two minute silence on November 11<sup>th</sup>. Art and literature was used to good effect and during the silence pupils kept still and thought. The choir marked the ending by singing of their dream that war would be no more, and brought together a very valuable and moving experience. Pupils are introduced to the celebration of Eid as well as the major Christian festivals and this helps their understanding of the faiths and customs of others.
34. All pupils are taught the difference between right and wrong and are expected to behave with consideration of others. Parents fully support the values that the school give and are pleased with their children's moral development. The recent introduction of 'circle time' has helped pupils to express their own thoughts and feelings and explain their likes and dislikes. In one such session, pupils were being led to see what it felt like to be an outsider and to recognise the feelings of others. Although there is no scheme of work, indicating how and when moral skills are to be taught, teachers plan their work well. All adults in the school give consistent and good examples of conduct and expectation as to how to behave. Class rules are positive and discussed with pupils, and this helps their understanding. Good use of the local policeman is made in giving teaching on strangers and in giving a positive view of the police.
35. Pupils are put into a variety of social settings and work well together in pairs and small groups. The Reception classes, regrouped into a single class in afternoon sessions, react very well together. Pupils are given responsibilities within their own classrooms and outside them, for instance in the delivery of registers, but these do not increase as they move into Year 2. There are few opportunities for older pupils to read with younger children. There are very good social relationships within lessons and in the playground. Boys and girls work and play well together and there is very good racial harmony. Teachers provide opportunities for pupils to take part in local events and they visit the elderly with harvest gifts. There are few business links and opportunities to be a part of the local community are limited. Pupils show concern for those less advantaged than themselves and support local and national charities, particularly those which are of special relevance to them. The proceeds of 'fun days' are shared between the school and those in need.
36. Pupils are introduced to the best in their own cultures to good effect. Visits are made to local places of historical interest and a good lesson, given during the inspection by the outreach officer from Kingston Museum, introduced pupils to objects from the recent past. Musicians and artists visit the school and a photographer recently worked alongside pupils in Year 2. A weatherman, authors and illustrators have worked with pupils and there are well-displayed pictures exhibited throughout the school. The school also commissioned artists to create a series of pictures for the school and there is a vivid stained glass window in the library. Displays in the school are stimulating and add to the pupils' aesthetic and

cultural awareness. Governors and staff see the presence of families from varied cultures as a positive educational advantage and this is reflected in what the school does. During book weeks adults with languages other than English come and read in their mother tongue. Good use is made of families from other faiths and customs in describing and explaining why they do things differently, and this helps pupils appreciate diversity in ways of living. Multicultural evenings are arranged and food from Yorkshire pudding and mushy peas to chapatis and chilies are enjoyed. There are good resources for learning about the life and customs of others, and pupils are well prepared to live in the multicultural society which is around them.

## **Support, guidance and pupils' welfare**

37. The support and guidance given to pupils is good and they are very well cared for. Staff know their pupils well and children and pupils are secure and happy. Extra-curricular activities are held at lunchtimes and have included choir and short tennis, and these help to ensure that pupils are occupied. The majority of parents have signed a home/school agreement and fully support the aims of the school. Procedures for monitoring progress and personal development are satisfactory. The early identification of pupils with special educational needs ensures a good level of support towards them reaching the targets in their individual education plans. Welfare assistants provide good support for pupils who have medical or physical disabilities. There are good links with outside agencies, such as the school psychological service, speech and language therapy, and health and social services.
38. Reports to parents have been improved particularly in the details now given in all subjects. Key Stage 1 reports assess progress and comment on pupils' personal and social development, attitudes to learning, targets and personal interests. The reports are signed by the parent or guardian. Reports for the under-fives have been improved similarly. Most parents say they are kept well informed about their child's progress.
39. Procedures for monitoring and promoting discipline and behaviour are good. There is a clear policy statement on discipline. Awards for good work and behaviour are given every week at a 'well done' assembly. Parents consider that the school achieves a high standard of good behaviour and this is confirmed by inspectors.
40. Procedures for monitoring and promoting attendance are good. An effective system is in place for recording attendance and lateness and for contacting parents when necessary. There is good liaison with the education welfare officer. Procedures for child protection are satisfactory. Guidelines are contained in the staff brochure. A health and safety policy document has been prepared in draft and has been partially implemented, but has not yet been approved by governors. No health and safety hazards were noted during the inspection.
41. The Nursery has effective arrangements for giving children a good start to education and home visits to families, prior to children starting school, help to ensure good relationships and identify where particular support is needed. There is currently little liaison with the adjoining junior school, although this has been developing over the last academic year. Special educational needs teachers from both schools meet regularly with the two headteachers and the governor responsible for special educational needs to discuss issues of common concern. There has also been some joint training of staff from both schools. Year 2 pupils from the infant school join the junior school for a day at the end of the summer term when they visit their new classes and are shown around by junior pupils.

## **Partnership with parents and the community**

42. The partnership with parents is good. The majority of parents say they are encouraged to play an active part in the life of the school and that they can approach the school with problems or questions. A group of parents is helping pupils who have English as an additional language. Other parents help where they have relevant skills. Staff organise curriculum workshops for parents and maintain a friendly working relationship. The co-ordinator for pupils with special educational needs is available for parents to consult and parents are encouraged to attend review meetings. All pupils at Stage 2 and above on the register of special educational needs have their progress reviewed with their parents every term.
43. The Friends of Tolworth Infants' School have been very active in fundraising. They organised and paid for the new pathway around the Nursery and Reception and other things. The school is most grateful for their support.
44. Links with the community are satisfactory. They include the arts centre, a visiting artist, the local museum, industrial links supported by Kingston Education Partnership and a trust which runs courses for parents and adults ranging from creative art workshops to parenting skills. The local park is used as a resource for geography. Harvest gifts are sent to local residents and donations are made to a number of local and national charities. There are few links with local businesses. A fortnightly newsletter gives valuable information about the school and the school community generally.
45. Parental involvement in their children's learning is good. Teachers give parents regular information as to what is to be taught and on how they can help their children in their learning. The school has arranged very valuable sessions on the new arrangements for teaching English and mathematics and these have been well attended. Comments by parents in school to home workbooks are appreciated and helpful. The school's prospectus is welcoming and provides very useful information for parents in a very readable form.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

46. The leadership and management of the school is good. The headteacher provides clear educational direction and effective leadership. She has led the school efficiently during the past year since her appointment in September 1998. Several new strategies have been put in place since the previous inspection to improve educational standards. The senior management team has been reorganised to ensure a more effective delegation of responsibilities. The management team now has a clearer understanding of their role and is more fully aware of the educational needs of the school.
47. There is satisfactory leadership of the under-fives. The team of teachers meets together regularly and there is good liaison between the Nursery and Reception classes. Even though the management of the early years is satisfactory, the co-ordinator has not monitored the quality of teaching in the Reception classes. The co-ordinator for special educational needs provides effective guidance to staff on any pupils giving concern. She is given adequate non-teaching time for the review and upkeep of records. The special educational needs teacher works with the pupils and provides good support. The school meets statutory requirements for pupils with special educational needs. There is a recent policy, which is thorough and covers all requirements. Support staff for pupils with special

educational needs are well trained and give good support. The staffing, funding and management of special educational needs meets the statutory requirements. The level of support is good and there is a financial commitment to the continuity of support. The governor with responsibility for special educational needs is well informed and takes a genuine interest in school initiatives for these children. Regular meetings are held with the junior school to discuss special educational needs issues.

48. The chairman of governors, the chairman of the finance committee and the designated governor for special educational needs work very well with the headteacher. The school had some difficulty in recruiting governors in the 1998/1999 academic year. As a result the governing body was under capacity, which occasionally slowed processes down. However, some new governors have been appointed recently and increasing involvement of more governors is looked for in the current year. The governors have not been able to co-opt representatives from local businesses. Governors have a strategic view of the school's development through close liaison with the headteacher and staff, and they are involved in implementing the targets specified in the school development plan. The chairman monitors the effectiveness of the school through meetings and regular contact with the headteacher. The governors have begun to monitor the curriculum by receiving reports on curriculum development from the headteacher and the co-ordinators. The governors visit the school on a regular basis. This has improved the opportunities for the governors to know the staff and pupils and develop a greater understanding of curriculum development.
49. Most of the policies have been reviewed and revised appropriately, but some schemes of work do not clearly identify which skills are to be taught when. There are co-ordinators for all subjects but their roles in monitoring the quality of teaching and evaluating standards in their subject areas are at an early stage of development. Some of the teaching, notably in English, is monitored by the headteacher and most co-ordinators audit resources. Staff training needs are identified in the school development plan but the statutory formal appraisal system is not in place. The school development plan contains a strategic overview of the needs of the school for the current year and provides a key tool for ensuring improvement in pupils' attainment. Areas for development are prioritised, costed and appropriately linked to staff development programmes. The implementation of the development plan is monitored by the governors, senior management team and the local education authority. The school provides an overview of the future development plan, and intends to outline the details after the current inspection in order to address the key issues identified in the report. Monitoring and evaluation of the curriculum has been recognised as an on-going work in the development plan.
50. The school meets statutory requirements in its provision for pupils with special educational needs. The special educational needs co-ordinator manages the school's provision effectively. Pupils who speak English as an additional language are also supported well. A good range of policies in the areas of behaviour and health and safety guides the work of the school.
51. The school has a very good ethos and the aims and values of the school are very clearly reflected in practice. The school is committed to high achievement. All statutory requirements are met other than in the teaching of the full curriculum for information technology, the reporting of progress of pupils with special educational needs in the governors' annual report, and the carrying out of the formal appraisal of teachers.

### **Staffing, accommodation and learning resources**

52. The school is well staffed by teachers who are appropriately qualified to teach effectively in

the Nursery, Reception classes and in Key Stage 1. This was the case at the last inspection. The school has undergone a period of change with five new teachers joining the staff in the past two years. The headteacher has only been in post for just over a year, and one Reception class is currently taught by a supply teacher, pending the arrival of a newly appointed teacher who is to take over the management of English. There is a reasonable balance of staff based on experience, age and subject knowledge other than for information technology.

53. The school has a good number of support staff who make a significant contribution to the work of the school. The suitably experienced classroom and welfare assistants give effective support in the classes. They work closely with teachers in organising activities, and contribute directly to pupils' progress. Teaching staff and support assistants are given satisfactory guidance on the needs of pupils experiencing learning difficulties. Resources for pupils with special educational needs and for those with English as an additional language are adequate and well organised. A room is provided for the use of the teachers and support assistants, where pupils can receive targeted support. Programs for computer assisted learning for these pupils are limited.
54. Administrative, caretaking and supervisory staff make a valuable contribution to the smooth running of the school and help to make it a pleasant place in which to work and learn. There is a good ethos of teamwork among the whole staff, with strong commitment to the school and its pupils.
55. Arrangements for staff development are satisfactory. The staff have regular professional development interviews with the headteacher. These are very valuable but do not meet the requirements for formal appraisal. The headteacher does not have her own external appraisal programme. Training needs are identified at these professional interviews and are met according to the school's priorities, as well as personal needs. Each teacher, except the newly qualified teacher, has a curriculum responsibility and any limitations in curriculum expertise are improved by in-service training. There are very effective induction procedures for newly qualified teachers who are ably supported by their mentors. Experienced teachers new to the school receive informal but good support and very quickly become fully effective.
56. The accommodation is good and allows effective delivery of the curriculum. The school is welcoming, and colourful displays celebrate pupils' work and reflect the multi-ethnic mix of the population. The school is in good decorative order and is well maintained. The caretaker and cleaners work hard to achieve good standards of cleanliness. The classrooms are of good size for the number of pupils. Additional areas such as the special needs room, kitchen and library, all enable the curriculum to be taught effectively. This is an improvement since the last inspection. The accommodation for the Nursery class is good with secure provision for indoor and outdoor activities. Unfortunately, children in the Reception classes do not have any covered outdoor space for their sand, water and other activities, and this limits the times when these experiences can be given. There is an attractive seating area at the front of the school and the spacious playgrounds and field area provide good opportunities for different activities, including a challenging adventure playground. Good and imaginative use is made of the playground, including an area for reading and a 'friendship stop' where pupils can go at playtimes if they are on their own. There is a conservation area that is used for environmental study and a beautiful willow tree that is the focus for many activities. There are plans to plant a small orchard which should further enhance opportunities for learning.
57. The school generally has good resources for learning, with the exception of information technology. There are few up-to-date computers and not enough appropriate hardware to

teach the information technology curriculum. The school is aware of this deficiency, and has plans to acquire new machines and convert part of the library to accommodate them. The library is well stocked with fiction and non-fiction books. Resources for the under-fives effectively support the early years' curriculum. The school makes good use of local amenities such as the park.

### **The efficiency of the school**

58. The school is efficiently run. There is an appropriately costed school development plan, which has been used for projecting expenditure for the financial year ending in March 2000. The plan identifies targets, key personnel, action dates and evidence of success very clearly, and provides a firm basis for future developments. Governors have been involved with teachers in its writing. Financial planning is satisfactory. The recommendations of the last audit report have been followed. The school's bursar keeps a very careful oversight of all income and expenditure and discharges her role very competently. Governors ensure that all available funds are received and spent in accordance with requirements and for the benefit of pupils currently in the school. Governors are beginning to look closely at expenditure to check that they are gaining value for money.
59. During the inspection unsatisfactory use was made of some teaching and support staff. In this term there are two full-time teachers for the part-time children who are present for mornings only. Although these teachers are timetabled to assist or release other teachers, they are not always used effectively or efficiently. In some lessons observed they were used as classroom assistants. Very efficient use is made of the nursery nurse, who works very closely with the teacher. Although the classroom assistants in the Reception and other classes give good support, on occasions they are under employed, particularly when the teacher teaches the whole class together. The number of hours for which administrative assistants are employed is very high for an infants' school of this size.
60. The school's use of learning resources and accommodation is satisfactory overall. The library is well stocked and is an attractive room but it is underused. A part-time administrative assistant has had her duties extended to become the librarian and this should give an opportunity for the library to be used more fully. Computers are not being used as much as they should be. They are often seen switched on, but without pupils working on them. Teaching time is generally used well, but closer time targets and a brisker pace in some lessons would improve the quality of teaching and enhance learning.
61. Although unit costs are above the national average, because pupils make good progress, notably in English and mathematics, and develop good personal skills, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

62. Children enter the Nursery in the September after their third birthday. They attend either a morning or afternoon session, and transfer to the Reception class in the September after their fourth birthday. Here they attend in the mornings until the term in which they will be five, and then they attend all day. At the moment there are two parallel Nursery classes, one in the morning and another in the afternoon, and three Reception classes. Children in Reception all attend in the mornings, and the oldest children from the three classes join together for the afternoon session. Children enter the Nursery with differing ability levels, which overall, are similar to those expected for children of this age. They make good progress in the Nursery in all recommended areas of learning, except mathematics where they make very good progress. Children transfer to Reception with abilities above those expected for children of this age. Although not all the children who enter the Reception classes attend the Nursery, overall attainment on entry to the Reception classes is above average.
63. The curriculum is effectively planned to teach all the nationally recommended areas of learning, and children are appropriately introduced to the National Curriculum as they become ready. In the Reception classes children make satisfactory progress in all the areas, and by the age of five achieve standards higher than expected for this age.

#### **Personal and social development**

64. In the Nursery, children make good progress in their personal and social development. They know the routines of the Nursery well and are clear about what is right and wrong. Children behave well, are polite, and respond positively to teachers' high expectations, and to the caring ethos within the class. They develop good levels of concentration and are interested in their learning. They choose equipment for activities independently and persevere well in their tasks. Children share equipment amicably and take turns, for example when playing a colour game. They confidently share their thoughts and ideas, for example in 'circle time' when talking about their teddies, and ask adults for help when needed. They co-operate well in the home corner when role-playing. For example, two children allowed themselves to be put into bed and tucked up by the 'mother'. In the Reception classes progress is satisfactory. Children learn to sit for long periods on the carpet listening well to the contributions of others. They sensibly pass objects round the class and share resources effectively. They show respect for the possessions of others, for example not walking across a large piece of material spread out on the floor. They are supportive of a child with special educational needs, and generally work and play together without acrimony. By the time they are five, children exceed the expected standard for this age.

#### **Language and literacy**

65. The children in the Nursery make good progress in their speaking and listening skills. They listen attentively as a whole class, and in small group times. Children are encouraged to contribute to discussions, and the staff use every opportunity to encourage children to use and extend language. For example, when making biscuits, the nursery nurse effectively used words such as 'texture' and 'ingredients' to help the children extend their vocabulary. Children are able to express their thoughts clearly to adults and each other, for example when describing why they like their teddy. They use their voices creatively when acting out the story of the three bears. They enjoy books and know that print carries meaning. They handle books carefully and 'read' stories aloud using the pictures. They respond very positively when listening to a story, becoming totally involved. They can talk about the main

events in a story with confidence. In the Reception classes, the literacy hour has been effectively adapted for this age group. Children in the Reception classes listen well to stories and are expected to use increasingly precise vocabulary, such as title and author. They know that print is read from left to right, and they read key words from the 'big book' shared with the whole class. They are able to predict what might happen. For example, the red mouse, when standing in yellow paint, will turn the paint orange. The majority of children attain higher standards in reading than expected for this age.

66. Children in the Nursery learn to recognise their own name and write at least the first letter. They make marks on paper to represent words and generally hold pencils and pens correctly. The children learn to write their own names and a substantial number are beginning to write freely, often with the help of a simple dictionary. By the age of five the children are attaining higher than average standards.

### **Mathematics**

67. In the Nursery the children make very good progress in the development of their number work. This is as a result of the very good teaching, and the many opportunities given for the children to consolidate their learning. For example, during outdoor activity time the children ride their tricycles round numbers in the correct order. The teacher encourages the children to use the rhyme 'Five currant buns' to help them do simple subtraction sums. As a result the children generally know their numbers to at least five and recognise and order them correctly. Many children, however, know numbers beyond ten. They can recognise and name simple shapes such as triangle, circle, square and rectangle.
68. In the Reception classes progress is satisfactory. Most children can count accurately to 20, matching one to one accurately. They recognise 'more than' and 'less than' and correctly order pictures of trees from the tallest to the smallest. They use a number line effectively to order numbers and are beginning to do simple addition and subtraction. Attainment by the age of five is above the national expectations, and many children are working at the early stages of the National Curriculum.

### **Knowledge and understanding of the world**

69. Good progress is made in this area in the Nursery. The children talk about their families, and know where they live. Good opportunities are given for the children to use all their senses and explore scientific ideas. This is an improvement since the last inspection. The children respond enthusiastically in a lesson when they observe a large block of red ice melt as a result of pouring salt on to it. They watch the ice melt, feel how the block becomes rough and jagged, and listen to it crackling. They know that water turns to ice when put in the freezer, and that the ice 'drips' back into water. They observe how food is changed as a result of grinding and grating. They enjoy making teddy biscuits and know that margarine, sugar and flour are used. They carefully describe the changes in the mixture as the different ingredients are added. They are fully aware of the need to wash their hands when dealing with food. They enjoy using the computer, and show good control of the mouse when using a program to give a teddy a ride in a balloon. They can restart the program when it comes to an end.
70. In the Reception classes the children examine a hyacinth bulb and discuss what is necessary for it to grow. They plant it and choose a suitable place to keep it. However, this activity was done as a whole-class lesson, so the children did not benefit from all having 'hands-on' experience. Children effectively use recycled materials to make a cat box to fit a toy cat, and use construction materials imaginatively to make a variety of objects. The children use the computer and mouse effectively to highlight items on the screen, although there is no systematic teaching of computer skills. They draw realistic maps of where they

live and can identify and describe what they see when exploring the journey to the park. Progress in the Reception classes is satisfactory, but there are too few opportunities given for pupils to carry out their own investigations, rather than watching others.

### **Physical development**

71. Throughout the early years' department, children are given good opportunities for physical development. Nursery children have daily sessions when they can use a variety of bats, balls, ride tricycles and climb. They can throw and kick a ball with developing accuracy. They run and dodge well and co-operate well in games such as 'farmer's in his den'. Children all use small tools, such as scissors, when they cut out shapes, and rolling pins and cutters when they make biscuits. Reception children develop further control over their movements, and can run, jump and skip with a good awareness of space. They can balance on one leg for some seconds and use their feet effectively to tiptoe and stamp. They move sensitively to music using a variety of different steps. They use tools effectively to cut and mould clay, and join materials well using masking tape, for example, when they covered the end of a tube with coloured cellophane to make a telescope. They demonstrate good control of their bodies, and are well able to meet the demands of the National Curriculum by the time they are five.

### **Creative development**

72. In the Nursery, children use paint well to paint pictures of their teddies. They use playdoh and plasticine to make models, and cut and stick a range of materials to make effective collages. They create prints of their hands, and these are used imaginatively to make a jungle corner in the classroom. In the Reception classes, children show an increasing ability to use their imagination. For example, a child used a variety of orange paper to make a pleasing collage of the sun and space ships. The oldest Reception children enjoy music, and are developing a good sense of rhythm. They very effectively make a rhythmic composition using various parts of their bodies, including hands, knees and voices. Progress is good, and children attain standards above the national average by the time they are five.

### **Teaching**

73. Teachers plan the curriculum using the nationally recommended areas of learning so that there is a build up of skills in the children's learning. This is an improvement since the last inspection. Teaching in the Nursery is consistently good, with very good teaching in twenty per cent of the sessions. The teacher and nursery nurse form a good team, complementing each other's skills. High expectations of ability and behaviour are consistently set, and every opportunity is used to further children's learning. Both members of staff in the Nursery show considerable skill when dealing with these young children. Teaching across the Reception classes is less consistent. Overall, teaching is satisfactory, with some good teaching and a very small proportion of unsatisfactory teaching. Where teaching is unsatisfactory, activities are unchallenging with no particular purpose, and limited opportunities are given for children to make their own choices. There is inefficient use of time, with too long spent sitting on the carpet and too long given for repetitive activities. The support staff in the Reception classes work closely with the teachers and make a positive contribution to the standards achieved. Teachers generally know their children well and keep appropriate records of their attainment. The learning environment in the whole of the early years' area is very stimulating. Teachers use every available space to celebrate children's work and provide them with well chosen teaching aids.

## **CORE SUBJECTS**

## English

74. In the National Curriculum assessments for 1999 when compared with all schools, attainment was above the national average in reading, and in line with the national average in writing. Comparison with similar schools show standards to be in line in reading, but below in writing. Analysis of trends since 1996 show that there has been a steady improvement in reading and in spelling, but that the levels in writing have remained broadly the same. There is no significant difference in the results for boys and girls in reading, but girls achieve better than boys in writing. Results from the 1999 National Curriculum tests indicate an improvement in the percentage of pupils attaining the higher Level 3 in reading. In writing, the match of teacher assessment to test results is not sufficiently accurate. Teacher assessments of speaking and listening for 1999 indicate that pupils achieve above the national average. The raising of attainment in writing, so that pupils' achieve results nearer to those attained in reading, remains an area for improvement identified in the last inspection.
75. Pupils' speaking and listening skills are above average. Most pupils listen well during the whole-class sessions, and in other collective occasions. The quality of their response to questions is good. They contribute confidently, make sensible suggestions, and give reasons for their ideas. In the many opportunities for performance, they speak clearly with a good sense of audience, for example when presenting an enactment of the Diwali story. Pupils for whom English is an additional language develop their ability to communicate well.
76. Standards in reading for pupils of all abilities have improved since the last inspection. Pupils of average attainment are reading books broadly in line with that which might be expected for their age. They use a variety of strategies to help in the reading of unfamiliar words. They are enthusiastic readers, and talk in simple terms about the books they like. The majority of average and above average readers can give simple summaries of plots and talk about what they think will happen. Higher attaining pupils read with good fluency, and enjoy reading a wide range of books. They all understand how books are organised, can identify the title and author, and know how to locate information using the contents and index pages.
77. Standards of writing have remained the same since the previous inspection. While the content of writing for the average and above average pupil is often good, with well-developed ideas and a good range of vocabulary, presentation is often not of a similarly high standard. Standards of punctuation are good, with higher attaining pupils using apostrophes, speech marks and question marks correctly, and the majority of pupils using capital letters and full stops correctly. There are regular opportunities for pupils to practise their spellings, but these skills are not consistently transferred to their written work, and drafting and editing is not used effectively to improve this aspect. They do not always use the skills they have in other subjects. Cursive handwriting has been introduced throughout the school and pupils make good attempts to form their handwriting correctly, but the outcomes are not always consistently well formed.
78. Progress over time is mainly good for speaking and listening, although there are not always sufficient opportunities given for pupils to develop their speaking skills by presenting their ideas, for example during the reporting back session of the literacy hour. In group sessions, in English and other subjects, pupils are not provided with enough opportunities to share and explore ideas in their group activities. This limits the opportunities for the higher attaining pupils to extend and develop their ideas fully. Progress in reading is mainly good. Pupils are developing their understanding of the structure of narratives. They can analyse information in non-fiction books, and understand why information is presented in different

ways, for example instructions, lists and captions. In writing, progress is unsatisfactory overall. While pupils achieve satisfactory results in the National Curriculum tests, a scrutiny of work showed that progress for many, in improving the spelling and presentation of their work, is slow. Teachers plan for a range of writing within the English curriculum, but work seen in books did not provide evidence of the independent development of ideas, nor is the development of writing extended sufficiently in other subjects. The progress made by pupils who have English as an additional language is at the same level as their peers, and pupils in the early stages of acquiring English make good progress in supported activities. Pupils with special educational needs make good progress against the literacy targets set in their individual education plans.

79. The story time session provides the opportunity for pupils to develop their interest and appreciation of literature through well-chosen stories and poetry. Pupils use their reading and listening skills satisfactorily in other subjects, but their opportunities to develop their writing and research skills are limited. There are good opportunities for pupils to practise their speaking and listening skills, in 'circle time' sessions, personal and social education lessons, and in discussions which introduce other subjects, such as religious education. There are planned occasions for pupils to take part in performance and drama. Visiting theatre groups involve pupils actively to extend and develop these skills.
80. The pupils' response to English is mainly good, and sometimes very good. They are very attentive during the whole-class sessions of the literacy hour. They are keen and enthusiastic to answer questions, and to contribute their knowledge and experiences. They behave well throughout the sessions, work well in groups, and help each other. They persevere to complete tasks, and they use their own initiative to check words in dictionaries. They relate well to teachers and support staff. The attitude of pupils with special educational needs and those who have English as an additional language is good.
81. The quality of teaching in the lessons seen is satisfactory or good, with 54 per cent of all lessons being good or better. Teachers have good relationships with pupils and consistent and high expectations of their behaviour. They have a good understanding of the literacy hour and planning is generally good. Questioning is used well to focus pupils on the text and the learning objectives for the lesson, and activities to be undertaken in the group sessions are clearly explained. Resources are good and well prepared. Group activities are generally carefully matched to the different needs of the pupils, although higher attaining pupils are not always given work which sufficiently extends their skills and understanding. For example, pupils given the task of defining the names for the parts of a plant, decided independently that they wanted to extend the activity to explain the function of the parts. The main weakness in teaching is in providing insufficient opportunities for pupils to take an active part in their learning. Many opportunities are lost for pupils to participate actively in the introductory class session or to share their work in the reporting back session. Support teachers and classroom assistants give good support to enable pupils with special educational needs and those for whom English is an additional language to make good progress. However, on occasions, these pupils individually or in groups are withdrawn from the whole-class session of the literacy hour for reading practice, or other targeted sessions. They are, therefore, denied access to the knowledge and skills being practised and prevented from having a good understanding of the text. Pupils regularly take books home and parents regularly hear them read and make useful comments in their reading records.
82. The headteacher currently acts as co-ordinator. The previous co-ordinator managed the implementation of the National Literacy Strategy very successfully. Teachers and support staff are well trained and confident in its implementation. Good joint planning ensures that pupils within the same year groups are provided with a similar range of work. There is a

good range of resources for use in the literacy hour, and a very good range of scheme books and other fiction and non-fiction readers. The library is attractive and well stocked, however it is currently under-used.

## **82. Pupils for whom English is an additional language**

83. There is a strong commitment to providing support for all pupils in the school for whom English is an additional language. This enables those pupils in the early stages of acquiring English to make good progress, and provides appropriate support to those pupils who are gaining proficiency, to extend their linguistic skills.
84. Support is provided by school support staff and by a teacher funded for two days a week through specific funding, provided by the Kingston support service. Good records are kept of pupils' progress in acquiring English and challenging targets for improvement are set. Targets are set and reviewed in liaison with class teachers, and progress monitored twice yearly. The teacher attends special educational needs liaison meetings with the junior school.
85. Support is given within the class, or in small groups taken out of lessons, working on similar tasks to those of their classmates. Newly arrived pupils in the early stages of acquiring English are given more intensive support to acquire English. There is an appropriate focus on the acquisition of speaking and listening skills.
86. There is good support for the families of pupils. An initial meeting with parents is followed up with regular reviews of progress. Throughout 1998-99, the school's teacher responsible for English as an additional language ran a support group for parents to provide them with strategies to support their children's learning. This group will continue and will be run by the friends' association of the school. Family literacy classes were organised by the school and it is hoped to obtain funds for these to continue. In-service training in issues related to the support of bilingual pupils has been held for teachers and support staff.

## **Mathematics**

87. Children enter from the Nursery class with well-developed mathematical skills for their age, and these are extended in the Reception classes where they continue with National Curriculum work. When pupils leave the school at the end of Key Stage 1, their attainment is well above that achieved nationally. Results from the 1999 National Curriculum tests show that attainment was well above that gained both nationally and by schools with similar pupils. The percentage of pupils who achieved the level expected of nine-year-olds was very high. Results have shown marked improvement since 1996, with exceptional results gained in 1998. Inspectors share the judgement of teachers that pupils currently in Year 2 should gain similar levels to those of 1999. Pupils are particularly skilled in mental arithmetic, and have very good quick and accurate recall. They are able to explain how they work things out, and this indicates they understand the mathematical principles. They have very good knowledge of the values of digits in numbers, and can recognise and describe shapes well. They measure accurately, and can tell the time and use coins well for their age. The only weakness is that they do not use the mathematical skills they have, notably in data handling, in other subjects.
88. Pupils of all attainment levels make very good progress. This is because teachers expect highly of them and set work closely matched to their needs. Pupils with special educational needs make good progress as their individual programmes are carefully constructed and closely followed. Higher attaining pupils are given work that is challenging and they are made to think. A very able pupil was, in the past, given opportunity to work with Year 4

pupils in the junior school for two periods each week. The high percentage of pupils achieving at a level higher than expected for their age indicates the high expectation and insistence on high standards which teachers have.

89. Pupils have very good attitudes. They listen intently, are keen to respond and move quickly into their activities. Pupils ask as well as answer questions, and know that they can make mistakes and learn from them. They gain and return their own resources well, and work very well together in pairs, small groups, and in whole group activities. They answer with a smile and take particular delight in writing on the teacher's white board. Mathematics is having a positive effect in social development, and the fascination of pattern in number and relationships in shape help pupils see wonder in the world and assists their spiritual growth.
90. The quality of teaching is very good. Teachers have very good mathematical knowledge and teach with enthusiasm. On its own initiative the school arranged in-service education from the University of London and revised its teaching methods some three years before the National Numeracy Strategy was introduced. Thus they have been ahead of many others in using direct and focused teaching methods. All teachers use the National Numeracy Strategy procedures to very good effect. Teachers use questioning very well to check on understanding, and to make pupils think. Such questions as 'tell me how you did that?', or 'did anyone use a different method?' extend opportunities for learning. Lessons are very well planned with pupils being let into the secret of what they are going to learn at the outset. The success of learning is carefully evaluated at the end of sessions. Teachers make sure that pupils are actively involved, set work which is challenging but matched to their attainment, and move through the lessons at a brisk pace, setting close time targets for work to be completed. Good examples of this were noted in a lesson where pupils first had to solve problems mentally, then disentangle the mathematics from a 'story problem', then to write their own. Teachers expect highly of their pupils and make sure that they work nearly as hard as they do. Very good use is made of visual aids, actual objects and pupils' own experience. The quality of teaching has a very positive effect on the high standards that are gained.
91. Governors and staff rightly give high priority to the teaching of mathematics and it is given sufficient curriculum time. The curriculum fully meets the requirements of the National Curriculum and is well organised except that the skills that pupils are gaining are not used enough in other subjects. The curriculum co-ordinator recognises that the policy needs updating. At present there are few links with the junior school, and this limits opportunities for looking at curriculum planning as a whole and joint evaluation of standards and progress. Assessment is used to good effect and the school makes good use of national and other test results to monitor progress, predict levels that pupils should reach and set targets.
92. The curriculum co-ordinator gives good leadership. She has a clear vision, monitors the effect of teaching and supports teachers in their planning. The governor with responsibility for numeracy has observed her giving a demonstration lesson so that he can understand what is involved. The National Numeracy Strategy has been very well introduced and the co-ordinator has informed parents as to what it entails, and in what ways they can help their own children in learning. The co-ordinator has an indicative budget, which is used to provide good resources in all classrooms. There are not enough large objects, such as dice and coins, for whole-class demonstrations. Classroom and welfare assistants are well deployed in group work, but not always in the direct teaching sessions. The number of teachers with higher qualifications in mathematics, the use of in-service education and the enthusiasm of teachers have a very positive effect on the quality of teaching and learning.

## Science

93. Teacher assessments at the end of Key Stage 1 in 1999 show attainment to be generally in line with the standard achieved nationally, but the number achieving at the higher level was well above the national average. Compared with pupils in similar schools, attainment was broadly similar, but well above the average for pupils achieving the level higher than expected at the end of Key Stage 1. Inspection evidence and teachers' predictions confirm that attainment is generally at the same level. There has been a steady improvement in standards over the past three years.
94. Pupils make satisfactory progress as they move through the school. Pupils in Year 1 can identify sources of light, and know that our greatest source of light is the sun. They know that electricity can produce light and this is developed in Year 2, when pupils make simple circuits, using bulbs and batteries. These pupils know that there has to be a circuit for the bulb to light. They know the possible dangers associated with electricity. Pupils in Year 2 can sort materials according to their properties, and use their previous knowledge and understanding to accurately predict results of their investigations. All pupils are able to record their findings, using a combination of drawings and charts, but they do not use computers sufficiently to help them in this.
95. Pupils respond positively to their science lessons. They are keen and interested, and very willing to share their knowledge in discussions. They sensibly share equipment and take turns. They are well behaved, but become restless when expected to sit for long periods on the carpet.
96. The quality of teaching throughout the school is satisfactory overall. Teachers have secure subject knowledge, and generally plan well-chosen activities to develop pupils' knowledge and understanding. Teachers use resources well, they manage pupils effectively, and have high expectations of behaviour. They use questioning effectively to discover pupils' prior knowledge. However, there are common weaknesses in the teaching. Planning does not always clearly identify what pupils are to learn in the lesson. Pupils are expected to sit for inappropriately long periods of time on the carpet. In these sessions the pupils are not all sufficiently involved. The pace of lessons is often slow, and therefore the use of time is inefficient. Insufficient opportunities are given for pupils to predict, and investigate for themselves, rather than in a whole-class group. The balance of lessons is often inappropriate, with too much emphasis on recording, and not enough time spent in individual investigative work. Pupils are not given enough opportunities to make their own choices, and to learn from their mistakes. All pupils do the same tasks, and there is insufficient recognition of pupils with a high level of knowledge. For example, a Year 1 pupil knew how the earth travelled around the sun, and how day and night came about, but was still expected to do the same unchallenging activity as the remainder of the class.
97. The school has recently adopted the centrally recommended scheme for the teaching of science. This has not been fully adapted for the school so that staff are not sufficiently aware of exactly what has to be taught and when. All the required aspects of science are taught, and pupils are generally encouraged to use their investigative skills, although there is insufficient rigour in this. The co-ordinator teaches the Reception children, and the focus for recent developments has been the early years. She has had little opportunity for monitoring the quality of teaching and learning in Key Stage 1, so has not a fully informed picture of how the subject is delivered. Although assessment arrangements are satisfactory, and teachers continuously test the pupils to find the level of their understanding, there is no analysis of the results achieved at the end of Key Stage 1 to identify any particular strengths or weaknesses. Curriculum planning is not therefore

sufficiently influenced by the results of assessment. There are no fully completed portfolios of pupils' work, to enable staff to agree on standards.

98. Resources for the subject are satisfactory, but there is not always a sufficient supply of equipment for all pupils to have hands-on experience. Good use is made of the grounds for environmental study. There is effective use of literacy skills in science. For example, teachers emphasise the use of correct scientific language, and scientific texts are used to enable pupils to gather information.

### **Information technology**

99. By the end of Key Stage 1, pupils' attainment is below the national expectations. Pupils make unsatisfactory progress.
100. Pupils know and name different parts of the computers and are developing keyboard skills. They use the mouse with confidence to play matching games. They use floor robots, using directional instructions. Some are able to retrieve programs. In a Year 2 class some pupils are able to choose appropriate fonts and size of scripts suitable for producing a 'Victorian Newspaper' and can print. However, the majority of pupils are not able to load, retrieve and print. Word processing skills are underdeveloped. Computers are not used sufficiently and effectively to support learning across the curriculum. Pupils rarely use the computers for data handling.
101. Pupils demonstrate good attitudes to learning. They are well motivated, concentrate well and respond to teachers positively. Some pupils have gained satisfactory knowledge of the use of computers at home, but do not know how to use those at school.
102. The quality of teaching in the two lessons observed was satisfactory, but overall is unsatisfactory, as not enough direct teaching is given and the full curriculum is not covered. Management of behaviour was good and the teachers involved the pupils in discussion and demonstration of specific skills, such as selecting appropriate script for the 'Victorian Newspaper', effectively. However, not all teachers have secure subject knowledge, and planning is too brief and lacks clear learning objectives. Although computers are often switched on, they are often not used and there is no systematic approach to teaching computer skills during the lessons. Pupils do not have the opportunity to use computers to enhance their learning across the curriculum.
103. A clear and comprehensive revised scheme of work is in place, but has not been implemented. Some appropriate assessment and recording procedures are also in place to be used alongside the new scheme of work. Most of the computers are very dated, and this restricts the use of many programs suitable for different curriculum areas. Very few resources were secured over the last two years. However, the school is fully aware of this weakness and has prioritised this area in the development plan for the current academic year. A new co-ordinator has been appointed. Both the previous and the new co-ordinators are committed to raising standards and developing teacher expertise in this area across the school. The school is hoping for funding from the National Grid For Learning and other sources, to purchase new computers and to convert a part of the library into a computer suite, in order to ensure that all pupils have the opportunity to develop computer skills to nationally expected levels.

### **Religious education**

104. By the end of Key Stage 1, standards of attainment are in line with the expectations of the

locally agreed syllabus. Pupils make satisfactory progress throughout the key stage.

105. In Key Stage 1, pupils demonstrate a developing awareness of religious customs and celebrations. They learn about Christianity, Islam, Hinduism and Sikhism, and show a good understanding of the richness and diversity of religion. They take a great deal of interest in celebrating major religious festivals such as Eid, Christmas and Diwali. For example, pupils from Year 1 successfully acted out the story of Rama and Sita in the assembly while celebrating Diwali. They appreciate stories from several world faiths. In Year 2, pupils listen to different stories telling of Jesus' birth, discuss the significance of A.D, and recognise that the name of Christ is incorporated in the word 'Christmas'. Pupils' knowledge and understanding of world religions are appropriately enhanced through assemblies and the display of symbols and texts, relating to different faiths in the school. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The school meets the statutory requirements for a daily act of worship successfully.
106. Pupils throughout the school respond positively to religious education activities in lessons and assemblies. They respect each other's beliefs and values, and learn about different festivals with enthusiasm.
107. The quality of teaching is satisfactory. Teachers have secure subject knowledge and make effective use of the available resources. During the assembly very effective use was made of a member of the Hindu faith to give teaching directly from her experience. The good relationship between the teachers and their pupils contribute positively to pupils' learning.
108. The school follows the locally agreed syllabus and meets its requirements. The co-ordinator manages the subject effectively by monitoring the planning and auditing resources. However, the co-ordinator's monitoring role of teaching and standards is not sufficiently developed. Resources are good and are well used.

## **OTHER SUBJECTS**

### **Art**

109. Throughout the school, pupils make satisfactory progress, and achieve standards broadly in line with that expected of pupils of their age. Pupils with special educational needs do the same tasks as their peers, and make similar progress.
110. These findings are similar to the last inspection. Pupils use a range of artistic techniques, and produce pleasing results. Pupils in Year 1 effectively use crayons, pencils, chalks and pastels to create contrasting pictures of day and night. They mix watercolours well, and combine them with pastels to make realistic representations of paintings by Monet. They use carefully chosen materials to make a collage of the Rainbow Fish, and use felt pens and pasta to make patterns. In Year 2, pupils develop their skill with oil pastels, using them well to smudge and blend colours to draw and colour poppies in the style of Georgia O'Keeffe. Year 2 pupils make impressive, realistic, life-sized, three-dimensional figures of school pupils wearing the appropriate school uniform, using papier-mâché. They also use different coloured tissue paper to make a large collage of Florence Nightingale tending the wounded. They use pencils effectively to draw detailed, repeated patterns in the style of William Morris, linked with their topic on The Victorians.
111. Pupils respond positively to their art lessons. They enjoy the activities and show a real interest in what they are doing. They take a pride in their work and concentrate hard on the task. They share materials sensibly and clear away efficiently at the end of the lesson.

112. The quality of teaching is satisfactory overall, with examples of some good teaching. Where teaching was good the teacher explained the task well, and encouraged the pupils to work carefully to develop their skills of drawing and colouring, using oil pastels. The teacher gave a clear, helpful demonstration of the required techniques. For example, in Year 2 the teacher gave a very detailed demonstration of the way to use an oil pastel crayon to achieve different lines, and how to use fingers to smudge and blend the colours. This emphasis on the development of artistic skills enables pupils to make good progress. In the less successful lessons, skills to be learned are not clearly identified, and there is insufficient attention paid to the teaching of skills and techniques. Teachers' planning does not always build on the pupils' prior experiences and attainments. There are good links with other curriculum areas such as science, history and religious education. However, activities are often determined by the topic being taught, rather than the skills to be learned.
113. There is no co-ordinator for the subject at the moment, and the headteacher is keeping a watching brief over the subject. Although the curriculum covers both elements of the subject, there is no scheme of work to help teachers plan a structured approach to the development of artistic skills. This was a weakness identified at the last inspection and it has still not been corrected. Pupils' work is not assessed, which limits the ability of teachers to monitor progress. Although the school celebrates its wide ethnic mix by commissioning work with a multicultural flavour, there is a lack of large prints of work of artists from non-western cultures for teachers to use as a stimulus for lessons. There is a good balance of commissioned artwork, prints of well-known artists, and pupils' work carefully displayed around the school.

## **Design and technology**

114. Only two lessons were seen during the inspection, but these observations, together with examination of work displayed around the school, and talking to pupils, suggest that progress is satisfactory, and that work is at a standard appropriate for the age of the pupils.
115. Pupils in Year 2 carefully design a bookmark using 'binca' and felt. They choose appropriate stitches, and design a repeated pattern of felt shapes. They match their designs to the available materials, and are well aware of the limited stitches that can be used on the binca. They effectively evaluate their designs in the light of experience. For example, they found the given templates too small to manage, so made them bigger, and the border design was altered, as curved stitches were too difficult to do. Year 2 pupils also use recycled materials to make a very impressive Victorian dolls' house. They effectively use a wide variety of materials and techniques to completely furnish it, producing a high degree of finish. Pupils in Year 1 use paper, card and fabric to make attractive puppets, using their own designs. They cut with scissors, and use different glues to join the materials. Again they produce a good quality finish.
116. In the two lessons seen, pupils show positive attitudes to learning, and tackle challenges with enthusiasm. They share equipment amicably, concentrate hard on the task, and show considerable pride in the finished articles. They make sensible choices, and handle tools and materials with due attention to health and safety.
117. Too few lessons were seen to evaluate the quality of teaching. However, a lot of the work that is covered is done in small groups supervised by a talented classroom assistant. The finished results of this group work indicate that the quality of this support is very good. There is reliance by some teachers on this additional help, which means the teacher does not have a clear picture of what the pupils can actually do. Although teachers are using the

government's new curriculum document to provide a structure for the delivery of the subject, weekly planning does not clearly identify the skills to be learned and developed, and this is a weakness. All the elements of the subject are covered, but there are limited opportunities for pupils to work with a variety of construction kits, make simple frameworks, and use tools such as saws. There is no formal assessment of the subject, although pupils are encouraged to assess their own work as they carry out the tasks. The subject does not enjoy a high profile within the school, and there is no clear direction for its development.

## **Geography**

118. By the end of Key Stage 1 standards are in line with what is expected of pupils of this age. Pupils make satisfactory progress in developing their knowledge, understanding and skills. Pupils understand the concept of near and far, and recognise simple aspects of their own locality, such as directions around the school. In Year 1 pupils locate the places 'Barnaby Bear' visits on his way to India, and discuss the lifestyle of people in North West India. In Year 2, pupils can identify different countries of Africa on a globe and maps, relating to the story of David Livingstone and discuss physical features, such as deserts and climate. However, as the lessons observed are mostly over long teacher-led sessions, pupils have limited opportunity to develop geographical skills, such as mapping skills.
119. Pupils respond positively, showing interest in their work. They concentrate well, ask relevant questions and express their opinions confidently. They collaborate well in group work, sharing resources and exchanging ideas enthusiastically.
120. The quality of teaching in the lessons observed is satisfactory, marked by good behaviour management and clear exposition. Short-term planning is too brief and learning objectives are not always clear or appropriately matched to the tasks. Introductions to the lessons are often too long and limit opportunities for pupils to be fully involved in their learning. Higher attainers are not always challenged sufficiently.
121. The school's policy has been reviewed recently and follows the nationally recommended guidelines. Appropriate procedures for assessment have been identified, but are not being used. The new co-ordinator, who has taken up the post only a few weeks ago, has a clear vision as to how to improve standards. However, her role is not sufficiently developed in respect of monitoring the quality of teaching and checking on standards. Resources are adequate and accessible to pupils.

## **History**

122. By the end of Key Stage 1 standards of attainment are in line with that expected of this age. Pupils of all abilities make satisfactory progress throughout the school.
123. Pupils in Year 1 make satisfactory progress and develop an understanding of the passing of time, recounting stories of their own and their family's past. This sense of chronology, based on their own lives, is developed through comparing old and new toys, and different household objects in Victorian times and now. They explore the experience of children's education of a hundred years ago by comparing Victorian schools and their own school and experiences. In Year 2, pupils extend their understanding of chronology by using a time-line to record historical events, such as 'The Great Fire'. They also study the story of famous people of this period, such as Florence Nightingale and David Livingstone.
124. Pupils have a good attitude to history, showing enjoyment in the subject and responding well to the tasks set. Behaviour is good, and makes an important contribution to the

standards achieved. There are good examples of co-operation and collaboration as pupils work to consider historical evidence.

125. The quality of teaching is satisfactory overall, and teachers explain the topics clearly. Short-term planning is too brief and learning objectives are not always clear or appropriately matched to the needs of pupils. Initial, whole-class sessions are often too long and provide limited opportunities for pupils to be fully involved in their learning. High attainers are not always challenged sufficiently.
126. The recently appointed curriculum co-ordinator has made a good start and recognises the need for improving standards further. Assessment procedures are in place, but have not been implemented. The role of the co-ordinator is insufficiently developed. The quantity and quality of resources for history are satisfactory. Good use is made of local visits, notably to Brooklands Museum. A very good session was observed in which an officer from Kingston Museum showed Year 1 pupils toys and games of the recent past.

## **Music**

127. Standards in music are now above those expected nationally, and better than those reported in the previous inspection, and pupils make very good progress in singing. There are allocated times for pupils to practise their singing within their year groups, and this greatly adds to their confidence. Pupils perform enthusiastically and joyfully when singing in assemblies, which enhances their enjoyment of collective worship, and adds to a sense of spirituality. All pupils make good progress.
128. Pupils learn to follow and respond to signals from a conductor. They demonstrate good diction, sing tunefully, and follow instructions to sing loudly or softly. They accompany their singing with actions, and play their percussion instruments with control and rhythm. In Year 2, pupils were observed learning to sing a song in two parts, and in one class this was extended to four parts. This was accomplished successfully and pupils showed a good understanding of what was expected of them. Younger pupils learn to compose a piece of music based on a series of weather symbols. They know the names of the instruments, and how to use them to create a variety of different soft and loud sounds. They arrange the weather symbols effectively to compose rhythmic percussion sounds, based on their interpretation.
129. The school choir provides a good extra-curricular opportunity for pupils to sing and to perform on percussion instruments. They sang effectively and movingly to mark the end of the two minutes' silence on Remembrance Day. There are good opportunities for pupils to participate in musical performances. For example, they enter the Kingston Music Festival every year, and the school choir performs in the annual Nativity performance. There are plans to enter a national radio carol competition this year. There are currently no extra-curricular instrumental lessons.
130. Pupils show an obvious enjoyment in singing and performing. They follow instructions well, and are keen to achieve good results. They handle instruments carefully and share them with their classmates.
131. The quality of teaching is often very good and never less than satisfactory. When teachers have good subject knowledge and expertise, the quality of teaching is very good. Demonstration is used effectively, instructions are clear and expectations are high. Teachers structure lessons appropriately, so that there is a good build up of skills. In the best lessons, pupils contribute their knowledge and understanding, and accept challenges.

132. The co-ordinator for the subject demonstrates very good knowledge and understanding of music and provides good guidance to teachers. As yet there is no policy or scheme of work for music. There is unsatisfactory attention to planning, and consequently, evaluation and assessment of pupils' progress is underdeveloped.

## **Physical education**

133. Standards are in line with those expected at the end of Key Stage 1. Pupils can play simple competitive games in small groups, and have good ball control skills for their age. They can use their bodies in varied ways, respond sensitively to music, and put movements together well in a sequence. The quality of movement is good, due in part to insistence on working in bare feet in indoor gymnastic lessons. Pupils are able to express feeling and mood in their actions and through dance. Pupils use space well, can follow instructions, and change direction speedily. Pupils in Year 1 are developing their skills of catching and throwing. All pupils make satisfactory progress, including those with physical disability as they are fully involved and supported in activities.

134. Pupils have very good attitudes, they are eager to take part, and enjoy their activities. They work well together in small groups and as a whole class. They are pleased to take a very active part and rightly become physically extended. All pupils are changed into appropriate kit and are proud of their achievements. They learn from others and are keen to improve their own performance.

135. The quality of teaching is good. Teachers plan their lessons well with a sound structure, which includes initial warm-up sessions and relaxation at the end. Teachers change into appropriate clothing, and give good examples themselves and use pupils for demonstrating well-formed skills to good effect. All teachers are careful to ensure that activities are as safe as possible, especially as the hall has several inwardly opening doors in regular use. In a very good lesson aimed at improving dribbling and ball control skills the teacher was very careful to build up the skills needed, check that pupils understood what was required, and gave opportunities for practice immediately following direct teaching. This had a very positive effect on the rate of progress that was made. All teachers give their own physical education lessons, and some are involved in extra-curricular activities, notably short tennis for Year 2 pupils. A sports afternoon is held each summer, with a very wide range of activities, including throwing a foam javelin.

136. Adequate time is given to physical development, and apparatus is made available at lunchtimes so that pupils can experiment and develop new skills. The curriculum co-ordinator is looking to extend this and involve lunchtime supervisors more fully in encouraging pupils to play games. There are good resources, which are well used. There is a good hall, with adequate large and small apparatus, and very good outside playing areas. The curriculum co-ordinator has good subject knowledge and recognises the need to update the policy and provide a detailed scheme of work which clearly states which skills are to be taught in which order. She assists teachers with their planning but is not involved in monitoring the quality of teaching or checking on standards. She does not hold a budget, but puts forward bids to develop the subject or to improve what is available. There are very limited contacts with the junior school, and this limits opportunities to look at the curriculum as a whole or share specialist resources.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

137. The inspection was carried out by a team of five inspectors over a total of four days. During the period of the inspection, 87 lessons or part lessons were observed, adding up to a total of just over 49 hours. Inspectors attended school assemblies and registration periods in all year groups. Samples of pupils' work were examined for each class for the current academic year. A small selection of Year 2 work from the last academic year was examined. A comprehensive range of school documentation, including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school registers, was inspected.
138. Inspectors listened to a sample of pupils read in the Reception class and in Year 2. Pupils were examined in their mathematical knowledge.
139. Discussions were held with members of staff, governors, the headteacher of the junior school, pupils, parents, the caretaker and administrative assistants. A parents' meeting held prior to the inspection was attended by 31 parents, at which they expressed their views about the work of the school. A meeting with the chairman and two other governors was held during the inspection. The responses to the 64 questionnaires completed by parents were taken into account during the inspection.
140. The budget figures and the most recent audit report were examined.

## DATA AND INDICATORS

### Pupil data

|         | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR – Y2 | 268   | 4                                       | 59   | 44  |

### Teachers and classes

#### Qualified teachers (YR – Y2)

|   |    |
|---|----|
| Total number of qualified teachers (full-time equivalent) | 11 |
| Number of pupils per qualified teacher                    | 22 |

#### Education support staff (YR – Y2)

|   |       |
|---|-------|
| Total number of education support staff | 12    |
| Total aggregate hours worked each week  | 226.4 |

|                     |    |
|---------------------|----|
| Average class size: | 27 |
|---------------------|----|

#### Qualified teachers (Nursery unit)

|   |    |
|---|----|
| Total number of qualified teachers (full-time equivalent) | 1  |
| Number of pupils per qualified teacher                    | 26 |

#### Education support staff (Nursery unit)

|   |      |
|---|------|
| Total number of education support staff | 3    |
| Total aggregate hours worked each week  | 57.5 |

### Financial data

|                 |           |
|-----------------|-----------|
| Financial year: | 1998/1999 |
|-----------------|-----------|

|  | £      |
|--|--------|
| Total Income                               | 518243 |
| Total Expenditure                          | 511244 |
| Expenditure per pupil                      | 1997   |
| Balance brought forward from previous year | 13029  |
| Balance carried forward to next year       | 20028  |

## PARENTAL SURVEY

Number of questionnaires sent out:

308

Number of questionnaires returned:

64

### Responses (percentage of answers in each category)

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 36             | 55    | 6       | 3        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 48             | 45    | 3       | 3        | 0                 |
| The school handles complaints from parents well   | 14             | 47    | 34      | 5        | 0                 |
| The school gives me a clear understanding of what is taught                                     | 30             | 56    | 9       | 5        | 0                 |
| The school keeps me well informed about my child(ren)'s progress                                | 29             | 51    | 14      | 6        | 0                 |
| The school enables my child(ren) to achieve a good standard of work                             | 33             | 54    | 8       | 5        | 0                 |
| The school encourages children to get involved in more than just their daily lessons            | 23             | 51    | 16      | 10       | 0                 |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 26             | 64    | 3       | 7        | 0                 |
| The school's values and attitudes have a positive effect on my child(ren)                       | 31             | 59    | 9       | 0        | 0                 |
| The school achieves high standards of good behaviour  | 33             | 55    | 12      | 0        | 0                 |
| My child(ren) like(s) school  | 59             | 37    | 2       | 2        | 0                 |

Parents, through their written comments, responses to questionnaires, and at the meeting of parents, showed strong support for the school. The number of parents having a "neither" view on the handling of complaints reflects that they had not had cause to complain.