

# INSPECTION REPORT

## **Sandringham Infant School**

Frimley

LEA area: Surrey

Unique Reference Number: 125097

Inspection Number: 187573

Headteacher: Mrs Christine Dickinson

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Reporting inspector: Ms Bogusia Matusiak-Varley  
19938

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> October 1999

Under OFSTED contract number: 707833

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Sandringham Way Frimley Surrey GU16 5YF
Telephone number:	(01252) 837538
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs Fran Donaghy
Date of previous inspection:	18 <sup>th</sup> March 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

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Joan Lindsay, Lay Inspector	Under-fives Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnerships with parents and the community
Alan Giles	Mathematics History Geography Physical education	Curriculum and assessment Efficiency of the school
Philip Mann	Special educational needs Science Design and technology Information technology Art	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- Pupils' attainment in English and mathematics is above national averages by the time they leave the school. Attainment in information technology is above national expectations.
- Average and below-average attaining pupils generally make good progress.
- Pupils with special educational needs made very good progress.
- Pupils have good attitudes to learning; their behaviour and personal development are good.
- Relationships are very good across the school.
- Attendance is very good.
- Teaching is generally good throughout the school.
- The curriculum is good; it is relevant to pupils' interests and is generally broad and balanced.
- Assessment procedures are very good and information gained is used very well to support future learning.
- Arrangements for the professional development of staff are excellent.
- The school's ethos is very good; the school is committed to raising standards and improving on previous best performance.
- The provision for under-fives is good.
- Overall provision for spiritual, moral, social and cultural development and pupils' support, guidance and welfare is good.
- Partnerships with parents and the community are very good; parental involvement in their children's learning is excellent.
- The leadership of the headteacher and governing body is very good.
- Staffing, accommodation and learning resources are good.
- The efficiency of the school is very good.

### Where the school has weaknesses

- I. Standards in science are not as good as in English and mathematics due to an insufficiently detailed scheme of work.
- II. Higher attainers do not always make satisfactory progress in science.
- III. Pupils' progress in art and geography is unsatisfactory, due to a lack of emphasis on teaching subject-specific skills.

**The weaknesses are outweighed by what the school does well, but they 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

The school has made good improvement since the previous inspection and has overcome the majority of key issues identified in the previous report, with its most significant improvement being in raising pupils' attainment in mathematics and maintaining high standards in English. Standards in information technology have also improved. The quality of teaching has improved, as has monitoring and evaluation of planning, the quality of relationships throughout the school and the school has increased provision for pupils' multi-cultural development. However, inspection findings show that further opportunities could be developed across the curriculum. The very good leadership of the headteacher and governors, together with the involvement of the local education authority, has ensured that the school's capacity for improvement is very favourable.

## Standards in subjects

This table shows the standards achieved by seven-year-olds in 1998 based on the National Curriculum tests:

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

Inspection findings show that standards are rising significantly in English and mathematics and that attainment, by the time pupils leave the school, is above national averages in mathematics, speaking, reading and writing; it is in line with national averages in listening; and it is in line with expectations for children of this age-group in science. In mathematics, the Standardised Assessment Test results showed attainment to be well above national averages. Inspection findings judged standards to be above, rather than well above average, based upon the academic profile of this year's cohort of pupils. Standards in information technology are above those expected for children of this age and, in religious education, standards are in line with those expected in the locally agreed syllabus. Standards in history, music, design and technology and physical education are appropriate for pupils' ages, but standards in art and geography are not high enough. Pupils make satisfactory progress in history, design and technology and music and good progress in physical education. Progress in art and geography is unsatisfactory.

Children who are under five attain the Desirable Learning Outcomes and make good progress in language and literacy, mathematics and physical development. In knowledge and understanding of the world, creative development and personal and social development, these children make satisfactory progress.

## Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science		Satisfactory
Information technology		Satisfactory
Religious education		Insufficient evidence
Other subjects	Good	Satisfactory

The quality of teaching is good. In 97 per cent of lessons seen the quality of teaching was satisfactory or better; seven per cent of which was very good, and 45 per cent of which was good. Three per cent of teaching observed was unsatisfactory. The quality of teaching of the under-fives is good. Very good teaching was seen in the literacy hour. The quality of teaching has improved since the previous inspection, when it was judged as sound. The good quality of teaching contributes to the good progress that pupils make. The teaching of pupils with special educational needs is very good and contributes positively to the very good rates of progress that these pupils make.

*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	Good in lessons. Behaviour at lunchtimes is very good. On occasions, however, pupils do not listen to other pupils when they are explaining their work. Attitudes to learning are good, relationships and personal development are very good.
Attendance	Very good. The very good attendance rate has a positive effect on pupils' attainment and progress. There is no unauthorised absence.
Ethos*	The ethos of the school is very good. All staff are committed to raising standards. Relationships throughout the school are very good and pupils have good attitudes to work.
Leadership and management	The leadership and management of the school are very good. The headteacher provides clear educational direction and is very ably supported by the governing body. There is regular support from the local education authority which impacts positively on pupils' progress.
Curriculum	The school has implemented the literacy and numeracy hours very effectively. The curriculum is broad and generally balanced with the exception of art, geography and science, where subject-specific skills are not always clearly defined. Assessment procedures are very good and are used very well to inform future planning. The provision for extra-curricular activities is very good.
Pupils with special educational needs	The provision for special educational needs is very good. The teaching of pupils with special educational needs is very good and they are fully integrated into the life of the school.
Spiritual, moral, social & cultural development	Provision for pupils' social development is very good; provision for spiritual and moral development is good; provision for cultural development is satisfactory.
Staffing, resources and accommodation	Good. The school has excellent arrangements for the professional development of all staff. Support staff make a positive contribution to pupils' attainment and progress.
Value for money	The school provides good 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

IV. Their children are very happy in the school.

V. The staff and headteacher are very approachable and supportive.

VI. The school attains good standards, overall.

VII. Parents are always made to feel welcome in the school.

VIII. Parents are very pleased with the information that they receive on their children's progress.

IX. The school is valued in the community.

### What some parents are not happy about

X. No negative comments.

Inspectors' judgements support parents' positive views.

## **KEY ISSUES FOR ACTION**

The headteacher and governing body, in conjunction with the local education authority, should:

- raise standards in science, and improve progress in art and geography by:
  - reviewing and improving schemes of work for each subject;
  - ensuring that higher attaining pupils are provided with sufficiently challenging activities;
  - improving teachers' confidence in the experimental and investigative aspects of science.

*(Paragraph numbers 17, 18, 130, 133, 134, 148, 149, 153)*

- In addition to the above key issues, the following areas should be considered for inclusion in the governors' action plan:
  - ensure that skills of literacy and numeracy are appropriately planned for across the curriculum;
  - ensure that the design and technology scheme of work identifies knowledge and skills to be taught to each year group;
  - ensure that registers are marked to conform with statutory requirements and the school's policy;
  - provide further opportunities for pupils to develop their listening skills;
  - increase opportunities for pupils to develop their awareness of other cultures in art and music and the use of stories;
  - improve pupils skills of written presentation;
  - develop and implement a policy for the physical restraint of pupils;
  - ensure that the governors' annual report to parents includes details of the school's facilities for disabled pupils.

*(Paragraph numbers 14, 23, 35, 52, 59, 65, 81, 109, 112, 114, 122, 125, 152)*

## INTRODUCTION

### - Characteristics of the school

1. Sandringham Infant School is a small school with 99 full-time pupils on roll aged four to seven. In addition there are a further 42 children who attend the reception classes on a part time basis. The school is situated within the Frimley ward of north west Surrey and has a very mixed intake profile on entry. The housing in the area comprises both local authority housing and private housing. However, the school also serves a wider catchment area and, at present, it is oversubscribed due to its popularity with the local community.
2. Pupils are taught in two single-aged classes in the reception year and one single-aged class in Year 1. There are two further mixed-age classes comprising Years 1 and 2 pupils. Each class is taught by one full-time teacher. The youngest children, who attend on a part-time basis, are taught by part-time teacher.
3. At present there are 19 pupils on the register of special educational needs, seven of whom have a Statement of Special Educational Need. Four per cent of pupils are eligible for free school meals, which is below the national average. However, not all parents have registered their eligibility for the provision of free school meals, which suggests that numbers have decreased since the previous inspection. The percentage of pupils with special educational needs has increased since the last time the school was inspected. The school has a good reputation within the community for integrating pupils with special educational needs. There are five children of ethnic minority origin, which is below the national average.
4. Children's attainment on entry to the reception class in English and mathematics has declined slightly since the previous inspection and, whilst attainment on entry is, overall, very varied, it is just below that expected of children of this age in English and mathematics and physical development. Attainment is broadly average in knowledge and understanding of the world, personal and social development and creative development
5. Children enter the school in the term in which they are five. Several have attended pre-school play groups, but several enter, having had no pre-school experience.
6. The school's most immediate priorities are to:
  - implement the numeracy hour and National Grid for Learning;
  - ensure that all pupils are developed to their full potential;
  - further develop partnerships with the community;
  - maintain high standards in literacy and numeracy;

and its aims are to create a happy environment from within which all pupils can achieve their full potential and develop positive attitudes to learning.

7. **Key indicators**

**Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	28	16	44

7. <b>National Curriculum Test/Task</b>		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	23	24	26
	Girls	15	15	14
	Total	38	39	40
Percentage at NC Level 2 or above	School	88	91	93
	National	80	81	84

7. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	25	26
	Girls	15	14	15
	Total	40	39	41
Percentage at NC Level 2 or above	School	93	91	95
	National	81	85	86

7. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.4
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

7.

7. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

7. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	7
	Satisfactory or better	97
	Less than satisfactory	3

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **7. Attainment and progress**

1. The results of the 1998 national tests and assessments for seven year olds in English indicate that overall attainment in reading, in comparison with all schools, is in line with national averages, but that in comparison with similar schools, it is below average. In writing, attainment, overall, is above the national average when comparing all schools and in line with the national average when comparing similar schools. In mathematics, by the end of Key Stage 1, attainment is well above the national average in comparison with all schools and above the national average when compared with similar schools. In science, teachers' assessments indicate that, by the end of Key Stage 1, pupils achieve standards above the national average and that the percentage of pupils achieving the higher levels is well above the national average. The 1999 test results in English, mathematics and science show that these standards have been maintained.
2. Over the last three years in the period since the school was last inspected, overall attainment in national tests in reading at the age of seven, has been close to the national average, whereas in writing it has been above national average. In mathematics, pupils' attainment has been close to the national average. Analysis of the results of all subjects tested show that, over the same period, boys achieved higher results than girls in reading. In writing and mathematics there were no significant differences in attainment between boys and girls.
3. The school has undertaken increasingly effective analysis of its test results and has focused successfully on implementing both the literacy and numeracy strategies in order to raise overall standards. The school has been most successful in raising standards in mathematics. Inspection evidence indicates that the school has ensured that standards in literacy and numeracy are improving due to the effectiveness of the school's analyses of all pupils' attainment.
4. The profile of children's attainment when they start school varies each year. Some cohorts contain a wide range of abilities. Analysis of the school's baseline assessment for the current intake shows attainment to be slightly below average in language and literacy and in the mathematical area of learning and average in personal and social development, knowledge and understanding of the world and creative development. In physical development, children's gross motor skills are better developed than their fine motor skills. Overall attainment on entry is just below that which is expected of children of this age. The school has fluctuating levels of transience. For example, in the 1998 cohort of Year 2 pupils, 43 children started in reception, seven pupils left the school before they took the Standardised Assessment Tests and 14 new pupils joined the key stage. The school ensures that all new pupils are appropriately tested so that their needs are adequately met through the curriculum.
5. The number of children with special educational needs has increased since the previous inspection and the school has a well-developed inclusion policy to accommodate children who have special educational needs. The provision for children with special educational needs is very good and this contributes to their very good rates of progress.
6. Observations of lessons and scrutiny of pupils' work show that, by the time children are five, they acquire the language, literacy and numeracy skills expected of this age, and that they make good progress. Several higher attaining children exceed the Desirable Learning Outcomes. The

children successfully develop an appropriate knowledge of the world around them and their creative, personal, social and physical achievements meet the expected levels. Children make good progress in language and literacy, mathematics and physical development and satisfactory progress in personal and social development, knowledge and understanding of the world and creative development.

7. Inspection findings show that by the end of Key Stage 1, pupils' attainment in English and mathematics is above national averages and all pupils make good progress. Pupils with special educational needs make very good progress. Standards in speaking are high, in reading they are above the national average, in listening they are satisfactory and pupils' writing is generally of a high standard. Standards of presentation are only satisfactory. However, it is better in their handwriting books than it is in the rest of their written work. Standards in spelling are satisfactory. All pupils make good progress in English and pupils with special educational needs make very good progress. In both English and mathematics, higher attaining pupils make good progress. In English, pupils speak clearly, they use words that engage the attention of the listener, especially when describing characters' motives. In reading, pupils can sequence events in order, they can empathise with characters and they show clear understanding of characters' motives. In writing, pupils use appropriate tenses, punctuation and display correct use of adverbs and adjectives.
8. In mathematics, inspection findings show that, by the end of Key Stage 1, pupils' attain standards that are above the national average and all pupils make good progress. Pupils with special educational needs make very good progress. Pupils successfully try different approaches to overcome difficulties when solving problems and check results accurately. They can use a calculator appropriately, recognise number patterns and develop mental strategies for finding new results. They know that subtraction is the inverse of addition. They know the properties of two and three-dimensional shapes and they can recognise straight and turning movements. They know how to measure accurately and can interpret data from graphs.
9. In science, by the end of Key Stage 1, inspection findings show that pupils' attainment is in line with national averages. Pupils can compare objects, living things and events observed. They use knowledge about living things to describe basic conditions, such as the supply of water and food and recognise that living things grow and reproduce. They correctly describe similarities and differences between materials and can describe changes in a range of physical phenomena, such as the loudness and pitch of sounds. They recognise that sound and light come from a variety of different sources.
10. Pupils make satisfactory progress in science. However, there are occasions when pupils who are higher attainers make unsatisfactory progress because there is insufficient challenge set for them in lessons; this is due to a lack of emphasis in the scheme of work upon developing scientific skills of prediction, hypothesis, evaluation and the setting-up of experiments.
11. There is a discrepancy between teachers' assessments for 1998 in science and inspection findings. This is due to the fact that the present cohort of pupils inspected has a different attainment profile and scrutiny of pupils' work, teachers' plans and interviews with pupils, reveal that there is a lack of emphasis placed upon developing scientific skills. Pupils have appropriate knowledge of scientific facts, but not of scientific processes. This is largely due to the fact that the scheme of work has been insufficiently developed in relation to giving teachers more detailed guidance on developing scientific processes and that all pupils have activities set to meet their needs. During the week of inspection, one unsatisfactory lesson was seen in Year 2, where pupils in this lesson made unsatisfactory progress. This was because the content of the lesson delivered was the same for both Years 1 and 2.

12. Rates of progress in English and mathematics are inconsistent across year groups, with only satisfactory rates of progress seen in the Year 1 single-aged class. This was due to the overall satisfactory, as opposed to good, teaching in this class. Generally, higher attaining pupils make good progress in English and mathematics because they are appropriately challenged and teachers use higher levels of the framework to meet the needs of these pupils.
13. By the end of Key Stage 1, attainment in information technology is above expectations for pupils of this age and pupils make good progress. Pupils have a good working knowledge of the keyboard, word processing skills are good and they know how to use a range of programs. They can click on icons, cut and paste and produce a variety of graphs, using the same data. A contributory factor to the good rates of progress is the help that is given to pupils by the Chair of Governors who is a regular visitor to the school and who is very knowledgeable about computers.
14. Attainment by the end of Key Stage 1 in religious education meets the expectations of the locally agreed syllabus and all pupils make satisfactory progress. Pupils have sound knowledge of Christianity, Islam and Judaism and they know that all religions have special books, places of worship and customs and practices.
15. Pupils make satisfactory progress in history, design and technology and music, they make good progress in physical education. However, progress throughout the key stage in geography and art is unsatisfactory, due to the lack of rigorous teaching of subject-specific skills. The school does not have sufficiently clear expectations as to what pupils are expected to achieve by the end of each year. On occasions, higher attaining pupils do not have tasks matched to the higher levels of the National Curriculum; this results in progress being unsatisfactory and pupils repeating skills that they already have and not fully extending their knowledge and application of skills.
16. Contributory factors to good rates of progress in literacy, numeracy, information technology and physical education are the high percentage of good teaching, very good assessment procedures and good subject coordination, although there are occasions when literacy and numeracy opportunities are missing across the curriculum.
17. The provision for pupils with special educational needs is very good and each child's individual needs are appropriately identified by the coordinator for special educational needs and catered for in lessons by teachers and support staff, as a result of which progress for these pupils is very good.
18. Since the previous inspection, high standards have been maintained in reading and have improved in writing. Standards in spelling are at present satisfactory, whereas previously they were judged as good. There has been a deterioration in standards in spelling, but the school is addressing this issue competently. Standards in handwriting have been maintained, but presentation skills are inconsistently applied across the curriculum. Standards in mathematics have improved and are now above, rather than in line with, national averages. Standards in science have been maintained, but the progress of pupils who are higher attainers has deteriorated and is unsatisfactory. Progress in design and technology and music has remained sound. No judgement was made in the previous inspection in history, but present inspection findings judge progress to be satisfactory. Standards in information technology are now above those expected of pupils of this age group and pupils make good progress. This is an improvement on the previous inspection findings. Standards in religious education have been maintained. In physical education, good rates of progress have been maintained. However, progress has deteriorated in geography and art and the sound progress reported upon in the previous inspection has not been maintained. Standards in all areas of learning for the under-fives have been maintained.

25. **Attitudes, behaviour and personal development**

19. Pupils' attitudes to learning and their behaviour are good throughout the school. Their relationships with others and their personal development are very good. The high standards reported at the previous inspection have been maintained and in the area of relationships they have improved.
20. The school's aims are based on developing positive attitudes to learning and improving confidence and self-esteem. There is much evidence to show that they are being met.
21. The great majority of pupils, including those under five, obviously enjoy coming to school and they usually respond to tasks with enthusiasm. This is particularly so in the lessons of English and mathematics, where the rigour of the framework means that all pupils are appropriately challenged and they can sustain concentration for quite long periods of time. In other subjects, such as design and technology in Years 1 and 2, a lack of teacher intervention and challenge for the higher attaining pupils meant that a minority found it more difficult to concentrate on the task. Pupils show a pride in their finished work and are pleased to talk about what they are doing, such as the reception children who were imagining what would happen if their toys came to life at night. They all co-operate well with each other, share equipment and outdoor toys well and help with tidying. However, there are isolated cases where pupils do not listen attentively to one another. This has a negative effect on the development of their listening skills.
22. Behaviour is good, both in the classroom and outside. Playgrounds are well supervised by adults and the school provides a good range of toys and games to keep pupils occupied; pupils play well together. There was no evidence of any bullying and the good levels of behaviour seen reflect the views of parents who feel that standards are high. A minority of pupils was restless and talkative during an assembly, but the majority behaved well in a whole-school situation. Behaviour during lunchtime sessions is very good.
23. A contributory factor to good behaviour is that pupils understand the system of rewards and sanctions that are detailed in the school's behaviour and discipline policy and they are obviously proud to receive the special headteacher's stickers at the weekly celebration assembly. Pupils respond positively to the school's sanctions. If problems persist, the headteacher may ask parents to come to the school or the pupils may be given a 'behaviour book' that has to be taken home and signed by parents every day. However, these sanctions rarely have to be used. There have been no exclusions from the school to date.
24. The quality of relationships within the school is very high and has improved since the previous inspection. A very good level of mutual respect is shown between staff, both teaching and non-teaching, and pupils. Adults use a lot of praise and encouragement with pupils and, in return, pupils are generally polite and show good manners.
25. Pupils form very constructive relationships with each other. They are kind and supportive to each other. They share resources and play equipment, such as the outdoor toys, well. Pupils from other races and those with special educational needs are completely integrated into the school and fully accepted by their classmates.
26. The personal development of pupils is also very good. Older pupils happily accept responsibilities such as helping to clear away at lunchtimes and after assemblies and befriend the youngest



children when they join the school. All classes have monitors for tidying, taking registers and performing other tasks, and even the children who have recently joined the school who are not yet five, readily accept responsibility and undertake their tasks, often without being prompted. After-school activities also enhance personal development, although the clubs, such as drama, gymnastics, country dancing and board games, are only for pupils in Year 2. These older pupils also serve refreshments to senior citizens who are invited in at Christmas and help out at other school and community events. All pupils show respect for one another's feelings, values and beliefs. The school has been very successful in implementing its policies.

### 33. **Attendance**

27. Attendance rates are very good and there has been a slight improvement since the previous inspection. They are well above national averages and there is no unauthorised absence.
28. Registers are called correctly in the morning and afternoon but they are not all consistently marked in line with the school's attendance policy. For example, on occasions the wrong letters are used to indicate a pupil on holiday during term time, or absent for medical reasons.
29. Parents show a responsible attitude to attendance and, as a result, there is very little parentally-condoned absence. Some parents do remove their children from school for family holidays, but the school's procedures related to this are adhered to.
30. Punctuality to school is also very good. Pupils settle quickly in the mornings and lessons start promptly. Overall, the very good attendance rates and punctuality contribute positively to pupils' attainment and progress.

## **QUALITY OF EDUCATION PROVIDED**

### 37. **Teaching**

31. The quality of teaching is good. In 97 per cent of lessons seen the quality of teaching was satisfactory or better of which seven per cent was very good, in three per cent of lessons seen the quality of teaching was unsatisfactory. The quality of teaching in the under-fives is good. The good quality of teaching throughout Key Stage 1 contributes to the good rates of progress, overall. Some very good teaching was seen in English and in the literacy hour. The quality of teaching has improved since the previous inspection, when it was judged as sound. The weaknesses identified in the previous report, such as inconsistencies in short-term planning, class organisation, adult intervention and evaluation, have been largely addressed. Plenary sessions at the end of lessons are used appropriately to help pupils identify where they can improve on their work. In lesson plans seen, teachers appropriately define what is to be taught.
32. Teachers generally have good subject knowledge in all subjects, with the exception of science, art, design and technology and geography, where subject knowledge is broadly satisfactory. Teachers are not fully aware of the subject-specific skills of these subjects and schemes of work do not fully identify the progression of the skills required. Lessons are well structured and the teachers use a good mixture of methods, including whole-class teaching and individual and collaborative group-work. The lessons are usually designed with a good variety of activities that stimulate pupils' interest. A very good example of teaching was seen in Year 2 in a spelling session, when pupils were given a range of spellings and verbs to sort out into alphabetical order and use correct tenses. Good use is made of plenary sessions to consolidate what has been taught or to introduce a new

topic that will be taught in following lessons.

33. Teachers generally have high expectations of their pupils. The school aims to raise each pupils' attainment to the highest possible level and this ethos is evident in the majority of lessons. Teachers' expectations are higher in the reception class and the mixed Years 1 and 2 classes than in the single-aged Year 1 class. This is because there is a lack of extension activities provided for the pupils who are working with parents and, on occasions, pupils mark time and rates of progress are inconsistent; this was seen in science and mathematics. There are also occasions when the higher attaining pupils are not sufficiently challenged. This is largely evident in the foundation subjects and in science.
34. Generally, the work set is well matched to pupils' abilities and most lessons proceed with a rapid pace. The teachers' plans show the objectives for their lessons, but, on occasions, some of these objectives are too broad. This was seen in English in one of the reception classes and in science in Year 1. This results in parent helpers not being specific enough in asking pupils questions to test their understanding. Scrutiny of pupils' work revealed that, on occasions, there is insufficient emphasis on the amount of written work that they are expected to produce. This was especially the case in science and geography. The best lessons are underpinned by very good written planning and regular use of assessment to identify what pupils have learnt.
35. Teachers generally manage pupils well and use the school's behaviour policy in order to remind pupils of what is acceptable and unacceptable behaviour. Time is used effectively and resources are used well. Support staff are well deployed and make a positive contribution to pupils' learning. Parents are regular helpers in school and make a positive contribution to pupils' progress. However, in some lessons there is an over-reliance on parents to manage groups and there is insufficient teacher intervention in order to ensure that pupils are kept on task. This was a key issue in the report of 1996.
36. Where teaching is unsatisfactory, as in a mixed Years 1 and 2 science lesson, there is insufficient identification of different learning objectives for the oldest children and the same lesson was taught to both to the Year 1 and the Year 2 pupils. This resulted in Year 2 pupils making unsatisfactory progress in their acquisition of scientific knowledge, skills and understanding. A contributory factor to the unsatisfactory planning for this lesson is that the science scheme of work does not fully identify progressive skills' acquisition and this hinders pupils' short-term progress. Overall, in science, art, design and technology and geography, teachers do not place sufficiently high emphasis on the teaching of subject-specific skills; they concentrate more on delivering knowledge rather than developing pupils' skills of progression.
37. Teachers have very good relationships with pupils and use humour effectively. They use praise appropriately and this enables pupils to stay motivated and try their best. The teaching of literacy and numeracy is good. Teachers plan work effectively and use good resources to engage the interest levels of the pupils. Clear explanations are given when using text work and both word and sentence level tasks effectively build upon skills gained through using text.
38. Homework is used very well to support learning and contributes positively to pupils' standards of attainment, especially in mathematics and English. Parents are very pleased with the school's homework system as it both extends and consolidates their children's learning. Pupils are appropriately set for the teaching of phonics and this contributes to good rates of progress because tasks are matched to pupils' needs. In numeracy, the teaching of mental arithmetic enables pupils to verbalise their thinking and this is having a positive effect on problem-solving techniques.

39. Teachers generally mark work consistently. The best examples of marking were seen in the two oldest classes. Pupils are shown clearly where they need to improve and appropriate short-term, targets are set for the pupils in class. This is having a positive effect on both pupils' attainment and progress. Teachers use time well to challenge pupils to solve problems quickly and efficiently. The use of number squares is particularly effective in building up pupils' knowledge of number bonds.
40. The teaching of pupils with special educational needs is very good. Pupils are well supported, tasks are matched to their needs and appropriate teaching methods are used to engage these pupils in their learning. Targets from individual education plans are used in lessons and the quality of teacher intervention is very good. This results in the very good progress that these pupils make. There is very effective inclusion of pupils with physical disabilities. The individual needs of these pupils are always considered by the teaching staff and they are always considered as very much part of the whole class. Since the previous inspection, the quality of teaching has improved. A contributory factor has been the introduction of the literacy and numeracy hours, where the rigorous framework has enabled teachers to be very specific when defining learning objectives. The use of plenary sessions has helped teachers identify the impact of their methods on the progress that pupils make when sharing their work with others.
41. The teaching of the under-fives is good in all areas of learning. Teachers know the needs of young children well and provide a very secure and structured environment for learning. They use humour and praise effectively and make lessons interesting. They give good oral feedback to children during lessons, showing them how to improve on the quality of their work. Teachers have high expectations of these young children by setting them tasks which are challenging, but through which children can succeed due to the good levels of support and intervention.
48. **The curriculum and assessment**
42. The curriculum is good. It is broad, generally well balanced and is relevant to the needs and interest levels of pupils. The curriculum is a very good reflection of the aims and values set by the school. The planning and content of the curriculum make a significant contribution to the educational standards achieved by pupils. It is appropriately structured to enable all pupils to have equal access and opportunity to succeed. The school has successfully implemented the national literacy and numeracy strategies and both these initiatives have had positive effects in raising standards. Time is used appropriately each day for the teaching of literacy and numeracy. The school has managed to balance well the government's requirements to emphasise the core subjects of English, mathematics, science, information technology and religious education. All subjects receive an appropriate allocation of time. However, in the schemes of work for science, art, geography and design and technology, there is a lack of definition of discrete subject skills, which impacts negatively on pupils' rates of progress. There is a daily act of worship that complies with the legal requirements to be broadly Christian in character and the religious education syllabus teaches the pupils about other faiths, effectively preparing them for life in a multi-cultural society. The curriculum promotes pupils' intellectual, physical and personal development and prepares them effectively for their next stage of education.
43. Good provision is made for pupils' personal and social education. Health education is covered effectively within the science and general curriculum. Opportunities are given to involve pupils in health, moral and social issues in the 'people who help us' and 'all about me' topics, informing them of the benefits of positive lifestyles. The school has a clear and informed policy on drugs education and positive behaviour and discipline are fostered through personal responsibility and respect for other people and property. Circle time further encourages pupils to co-operate in sharing feelings and others' viewpoints.

44. The curriculum for under-fives is very good. It covers all the recommended areas of learning and ensures that skills are taught appropriately in all these areas of learning. It is broad, balanced and relevant to all children's needs. The curriculum offers very good equality of opportunity to all pupils. The provision for pupils with special education needs is very good and meets all statutory requirements. These pupils' needs are identified through collaborative teacher assessments and individual education plans are prepared and initiated through purposeful classroom activities. Identifying the pupils who need some form of extra learning support is a strength of the school's assessment procedures. Individual education plans for numeracy and literacy are completed regularly and they greatly assist the teachers in planning appropriate work for pupils with special educational needs. Parents and support teachers are consistently aware of planned outcomes and targets for these pupils. The progress of pupils with special educational needs is well monitored; the information gained is used to monitor future effectiveness.
45. Policy documents are in place for all National Curriculum subjects, they are regularly reviewed and provide a whole-school focus for learning. There are effective long-term curriculum plans in place, which ensure that the appropriate Programmes of Study are covered in most subjects. However, in science there is a lack of an experimental and investigative framework to guide planning of experiments and consideration of evidence and scientific skills are not appropriately identified. This results in higher attainers making unsatisfactory progress. There is whole-school agreement of criteria for all levels of planning, but the present science scheme lacks the relevant and necessary task distinctions between Years 1 and 2. In geography, design and technology and art there are gaps in the scheme of work relating to defining subject-specific skills. This means that pupils make unsatisfactory progress. The majority of subject coordinators provide very good specialist advice in developing schemes of work with an appropriate National Curriculum emphasis. This has provided a very good basis to ensure that pupils build successfully on their knowledge and skills from year to year. There is a logical and coherent structure to each unit of work that connects each stage of the pupils' learning as they move through the school. Specific learning objectives and classroom tasks are identified for core work, with extension and support group activities further ensuring a match of task to ability.
46. The school's procedures for recording the long-term attainment and progress of the pupils are very good. Records are obtained from a number of sources, including pupils' records of achievement, portfolios of their work, as well as benchmarking to track progress. Teachers understand the value of assessment and keep records conscientiously. Their short-term planning identifies specific targets for individual pupils, taking into account prior successes and failures, as an aid for pupils to make appropriate progress in their next stages of learning. The school uses a variety of tests to indicate how well the pupils are performing and uses these as markers by which to judge educational improvements. Assessment criteria in planning and record keeping are closely linked to the requirements of the National Curriculum Programmes of Study, which generally enable staff to plan activities and set appropriate targets for all ages and abilities. This documentation is not clearly linked to National Curriculum levels of achievement in order for teachers to moderate more consistently the standards of pupils' work as they move through the school. This would especially benefit the most able pupils, who are not always fully challenged in all areas of the curriculum. The school analyses the end of key stage work and the results of the national assessment tests very thoroughly and uses these analyses to improve standards throughout the school. The attainment and progress of each pupil, including strengths and weaknesses, are highlighted and targets for future improvement given. Parents are pleased with the detailed reports that they receive on their children.
47. Weaknesses identified in the previous report have been addressed and the curriculum in history and music has improved since the previous inspection. Appropriate planning has improved

pupils' awareness of other cultures, but this planning does not extend across all curriculum areas. Development has not been sufficient to improve the continuity and progress of pupils' work in science, geography, design and technology, art, and within the English Programme of Study for speaking and listening in order to enable pupils to listen more attentively. Provision for extra-curricular activities is very good. All pupils have the opportunity to participate in drama, music and sports.

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

48. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. The vast majority of parents acknowledge that the school's values and ethos have a positive effect on the pupils' learning. Provision for social development is very good and provision for cultural development is satisfactory.
49. Provision for spiritual development is good and has improved since the last inspection. The good quality of collective worship makes a positive contribution to pupils' spiritual development. Spiritual development is chiefly focused in religious education, assemblies and opportunities during class circle times. Pupils have the chance to learn about some of the festivals of major world faiths and to respect the beliefs of others. Assemblies successfully promote the values of the school and 'circle times' include the chance for pupils to reflect. Pupils also experience a sense of wonder in subjects such as English, science and information technology. For example, in science, pupils marvelled at the intricacies of the sunflower and were amazed that a big flower could grow from such a small seed. Some of the children in Year 1 were astonished to see how information on the colour of their eyes could be graphed many ways on the computer. In the reception class, the youngest children reflected upon the changing colours of autumn in their environment. The school also works hard to maintain the self-esteem of the pupils and provides good opportunities for them to express personal feelings in circle time.
50. The provision for moral development is good, for the school has a clear set of moral principles. Teachers have high expectations of behaviour, class rules are displayed in all classes. Pupils are taught to consider the effects of their actions on others and to relate this to how they would like to be treated. They quickly learn what is acceptable and unacceptable behaviour. The school fosters values of honesty, fairness and respect for truth and provides a moral code as a basis for behaviour. Teachers and support staff set good moral examples through their relationships with each other and with the pupils and do not rely too heavily on rewards and sanctions to secure good behaviour. Through topics such as 'The Environment' pupils learn to appreciate the world around them and to develop a sense of responsibility for their environment. Pupils have the opportunity to listen to many stories with moral endings and are given opportunities to discuss why they should relate positively to one another.
51. Provision for pupils' social development is very good. Pupils are encouraged to work in a range of social groups and with different adults. They are offered appropriate responsibilities. For example, they return the register to the office and undertake jobs within the classroom and at lunchtimes. The use of discussion time in classes is effective in helping pupils to take turns and to listen to the view of others. The adults within the school provide good role models and pupils' social experiences are enhanced through a variety of visitors to the school. The Year 2 pupils serve tea to the parent helpers each year, the school hosts elderly visitors to watch their plays and the pupils performed a play at the local Baptist Church. The youngest pupils in the reception and Year 1 classes are given many opportunities to develop their personal and social skills through independent learning as defined by the High Scope activities. Pupils participate in many educational visits and have the opportunity to work with pupils from other schools, such as participating in music festivals. Pupils take part in school productions, church assemblies and

festivals and delight the community by taking part in Nativity and harvest presentations.

52. Cultural development is satisfactory and this has been maintained since the previous inspection. The school gives pupils a sense of their own culture through aspects of the curriculum such as geography and science. Country dancing and visits to Frimley Green help to widen their appreciation of local culture. The appreciation of other cultures is improving with opportunities for cultural development being supported through visiting Spanish musicians, visits to a synagogue and the variety of religious festivals introduced in religious education and acts of collective worship. However, further use could be made of music, art and stories from other cultures. The school has improved its provision for cultural development since the previous inspection, in response to a key issue raised in that report.

59. **Support, guidance and pupils' welfare**

53. The school's procedures for monitoring pupils' progress and personal development are very good and have improved since the previous inspection. To monitor academic progress the school uses a range of screening tests at various points throughout the year. For example, Year 1 pupils have a reading progress test in October and June each year and Year 1 and Year 2 pupils have the British Spelling Test in the summer term. Individual profiles are kept for each child which contain a selection of their work and their reading diary. They also all have target-cards with their own targets set for mathematics and language. When they reach their target they are rewarded with a star and a new target is agreed. Informal assessment also takes place and is recorded on the weekly planning sheets. This range of procedures ensures that teaching and support staff know the pupils very well and this has a positive effect on pupils' achievement.

54. Personal development is monitored fairly informally, with the personal profile section in the pupils' annual report being the main formal record for most pupils. However, because of the small size of the school and the fact that teachers know their pupils very well, much information is shared verbally and the system is effective. For example, staff are aware of the children's interests outside school and this is used as a means to celebrate achievement, such as at cubs or ballet. Parents believe that any problems will be dealt with carefully in school and that staff make a point of getting to know pupils from early in the new academic year. Home visits offered by the reception teacher are a means of knowing a lot about the children from the start of their time at the school.

55. The school's processes for monitoring and promoting good behaviour are also very good. There is a behaviour and discipline policy in place that parents are made aware of and class and school rules are prominently displayed. Pupils are aware of the rewards and sanctions and strive to receive the former. Midday supervisors are very effective in monitoring and promoting good behaviour and they have special stickers that can be awarded for good behaviour at lunchtime. Again, because of the size of the school, behaviour is not formally monitored for most pupils. However, those whose behaviour is giving cause for concern are monitored through the use of a behaviour book which has to be taken home every evening and signed by parents.

56. The school has satisfactory procedures for monitoring and promoting good attendance. Parents are contacted on a pupil's first day of absence if they have not already called the school by 10 a.m. However, the monitoring of attendance over the longer term has been allowed to slip since the start of the current term. This is as a result of staff changes in the school office and the new member of staff undergoing the necessary training only very recently. Regular checks are not currently made of attendance so that patterns of absence can be noted and daily register sheets are not marked according to the school's attendance policy.

57. Formal processes for dealing with child protection are satisfactory. Although the headteacher, who is the child protection liaison officer, has had formal training, this was several years ago. One other member of the teaching staff has received training in child protection issues and all staff, both teaching and non-teaching, have received a copy of the school's policy and have been advised of guidelines in relation to possible child abuse.
58. The school's policy on health and sex education is brief, but satisfactory and includes a short statement relating to drugs awareness. Sex education is delivered through the curriculum in science, physical education and religious education. The school does not, as yet, have a policy for the physical restraint of pupils.
59. Procedures for dealing with the general wellbeing of pupils are satisfactory. Several members of staff have first aid training and an appropriate number of first aid boxes are maintained on the site. Records are kept of any accidents or illnesses that occur during the school day. Health and safety checks of the grounds and premises are carried out regularly by governors and appropriate checks are made on fire and electrical equipment by outside contractors. There were no health and safety issues that arose during the inspection. Overall, there has been an improvement in the provision of support, guidance and pupils' welfare since the previous inspection.

66. **Partnership with parents and the community**

60. The school has improved on the good partnership with parents reported at the last inspection. This has been done through the very good quality of information for parents. The prospectus is of a high standard and contains all the necessary statutory information. The governors' annual report to parents is also informative but this document does not contain a complete list of items specified by the Department for Education and Employment. For example, it does not give details of the school's facilities for pupils with disabilities or the steps taken to prevent their discrimination.
61. Parents receive much information, both about the school in general through regular newsletters and also about their child's academic work. Parents receive a class timetable each term as well as a list of subjects to be covered. The school has a very useful system of communicating with parents via a 'white board' outside each class that can be used by parents to leave messages for teachers and vice-versa. There is a parents' evening each term that is extremely well attended. Parents of pupils who join the reception class receive a report at the end of the child's first term to give information about how they have settled in. This is in addition to the progress report that all parents receive in the summer term.
62. Parents of pupils with special educational needs are fully informed and involved in the review process for their child. Parents of all pupils are generally pleased with the detailed reports that they receive from the school on their children's attainment and progress.
63. The school recently re-applied for the Charter Mark it was originally awarded in 1996. It was again successful in having the service it provides for pupils and their families recognised by the presentation of this award, which was achieved through a joint effort by staff, parents and governors.
64. The involvement of parents in their children's learning is excellent. A large number of parents help voluntarily on a daily basis with reading, craft work and with the computers. In addition, parents are actively involved in improving the surroundings for the pupils through the maintenance

of an attractive pond and environmental area and through laying a path and building a gazebo on the grassed area. Parents also regularly hear their children read at home, as can be seen from the pupils' reading diaries that are signed by parents.

65. The Parent Teacher Association is very active and has a large and thriving committee. The many fund-raising events organised throughout the year produce substantial sums of money, which, for example, have been used in recent years to fund new computer hardware.
66. An early-morning and after-school club has been established to assist parents who work. The impact of such a strong partnership with parents has a very beneficial effect on standards achieved within the school.
67. Very close ties have been maintained with the private nursery that is run on the school's premises. Children from there are invited to the school's Christmas production and other connections mean that children who transfer to the reception class settle rapidly and are already used to their surroundings. When it is time for pupils to move on to junior school, this transfer is also eased by the links that have been established with the two main receiving schools. Year 2 pupils are invited to productions at one of the schools, staff from the receiving schools visit to talk to pupils and there is an induction day arranged at both schools. The school has effective links with the local junior school.
68. Other community links are very strong, particularly with the local Baptist Church. Pupils visit the church and the family worker comes in to deliver an assembly on a regular basis. Visits are also made to another local church, as well as to a synagogue in Weybridge. Visits further afield, for example, to the Science Museum for Year 1 pupils, do much to enliven and enhance the curriculum. Regular visitors to the school include the school nurse and the community police officer. The school premises are used by a variety of organisations, such as a ballet class, Brownies and a Sunday school, as well as a mother and toddler group that uses the hall for one afternoon each week. Links with local businesses and industries are mainly confined to two estate agents who have developed some ties with the school.

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

### **75. Leadership and management**

69. The leadership and management of the school are very good. There is a clear educational direction for the school that leads to sustained improvement. There has been good improvement in the leadership and management of the school since the previous inspection. This has resulted in very good systems for planning, monitoring and evaluating. The management of change in relation to the implementation of recent initiatives, such as home/school agreements and the literacy and numeracy hours, has been smooth and uncumbersome. The headteacher provides leadership of a very high quality. She is central to the very successful implementation of the school's aims and values and is fully aware of the school's strengths and areas for improvement. In conjunction with the local education authority, an effective programme of school improvement has been set up. The very good monitoring of teaching and curriculum development by the headteacher is effective in ensuring that the school achieves high standards. The headteacher has very high expectations for all pupils and leads by example, especially by her very good leadership of special educational needs provision. Curriculum coordinators generally fulfil their roles effectively, especially the coordinators for literacy and numeracy.



70. The governors, headteacher and staff with management responsibilities, contribute very well to the quality of education provided by the school and the standards achieved by all of its children and pupils. The headteacher is very well supported by the governing body, whose members are very knowledgeable and are regular visitors to the school. The expertise of the Chair of Governors, the literacy governor, the numeracy governor and the special educational needs governor is appropriately used in lessons and contributes to the high standards in literacy and numeracy.
71. The school has aims, values and policies that are reflected in its work and are met successfully. Working relationships throughout the school are very good and the school is popular both with pupils and parents. The school's ethos is very good with respect to commitment to high achievement, very good relationships, equality of opportunity and an effective learning environment. The school has recently been awarded a Charter Mark for 1999.
72. The school development plan is a very comprehensive document that identifies relevant priorities and targets, the necessary action needed to achieve these, with appropriate time-scales and identified personnel to execute the undertakings. It is appropriately costed, monitored and evaluated by the governors in relation to cost-effectiveness of spending. There are time-scales allocated to priorities in the school development plan that ensure good management of change. Staff are clear about where they are heading and are not overwhelmed by the many initiatives undertaken. The priorities in the school development plan are appropriately linked to staff development; this ensures that staff have the expertise to implement initiatives. The school development plan is monitored by the school's senior management team and by the various committees of the governing body. There has been good improvement since the previous report in the involvement of the governors in the management of the school, especially in the area of monitoring cost-effectiveness on spending to ensure that good value for money is provided.
73. The Chair of Governors and other members of the governing body are well organised and supportive. Governors have been appointed to ensure that legal responsibilities are met. This includes the appointment of governors with responsibility for literacy, numeracy and special educational needs. A very effective system of committees has been established. Individual committees meet regularly and monitor, in detail, the school's action plan and the implementation of new developments. Governors have attended a wide range of courses to enable them to carry out their roles as effectively as possible.
74. Very good structures have been established to manage the provision for special educational needs. The headteacher is the special educational needs coordinator and provides very effective management. She is able to oversee standards throughout the school and is fully aware of the needs of individual pupils. She has identified the need to raise attainment of above-average attaining pupils in foundation subjects, but has appropriately piloted the system of grouping pupils by their prior attainment for phonics as an exemplar of future good practice. The headteacher and governing body keep themselves well informed with up-to-date information on all new initiatives and are very keen to involve all parents as partners in their children's learning. All statutory requirements are met, with the exception of identifying the school's provision for pupils with physical disabilities in the governors' annual report to parents. Very good arrangements are in place for literacy and numeracy. The school has implemented its own schemes alongside the National Literacy and Numeracy Strategies. This has ensured that all resources are well used. The routine administration of the school is unobtrusive and effective.

81. **Staffing, accommodation and learning resources**

75. Staffing, accommodation and learning resources are good. Overall, this is an improvement since

the previous inspection and chiefly reflects the increased provision in quantity and quality of resources.

76. The school has a good number of teaching staff, who are appropriately qualified and experienced to meet the needs of the National Curriculum. There is a good number of support staff who contribute significantly to the progress that pupils make. The partnership between the teaching and support staff is very beneficial, adding a rich dimension to pupils' learning experiences and allowing pupils to receive particular support targeted on their individual needs. Pupils with special educational needs are well supported, by both teaching and non-teaching staff. All staff provide good role models and promote equal opportunities. The quality of education is increased through the support given by the many parents who help in classes.
77. Teachers who are new to the school receive good levels of support and newly qualified teachers are assigned a mentor to guide them through their first year of teaching. The cycle of appraisal is well in hand and there is an extensive programme of excellent professional development. Teachers have targets set through the appraisal system and these are frequently linked to the needs outlined within the school development plan. Professional development is achieved through the use of outside tutors, teachers attending off-site courses and training, which is provided in school by teachers with particular expertise. These arrangements have a positive effect on the quality of teaching throughout the school.
78. Accommodation is good throughout. There has been improvement to classroom décor since the previous inspection. The school is bright and welcoming and is of adequate size for present numbers. Classrooms are bright areas for learning with adequate space for all curriculum subjects to be taught. Noise can reach high levels when there are several groups working independently in these areas and this, on occasions, distracts some pupils and adversely affects their performance. The external classroom known as 'The Lodge' serves as a most attractive additional accommodation for Year 1 pupils. Externally the school has excellent facilities. The school has developed the grounds imaginatively and there are plans to add further resources to support learning with an environmental area. Within classrooms, and in the hall and corridors, pupils' work is imaginatively displayed, helping to provide a stimulating working environment for the pupils.
79. The school has good curricular resources, with enough books, materials and equipment for the range of pupils and for the curriculum. Books and equipment used in classrooms are of good quality, well labelled and easily accessible to the pupils. The school has good library facilities and there is an appropriate range of books to support all curriculum areas. Resources are often displayed to illustrate curriculum themes. These create an attractive working environment and an opportunity for incidental learning. The quantity and quality of computers across the school are good and the school is developing a full range of software to support the curriculum and to make full use of the National Grid for Learning. Classes make a number of educational visits to places of interest, such as the Science Museum and the curriculum is further enriched through a variety of visitors to the school. A contributory factor to the good attitudes and high levels of motivation that the pupils develop, is the good quality of resources.
86. **The efficiency of the school**
80. The strategic financial planning for the school is very good. There is a well-documented school improvement plan that sets targets relevant to the needs of the school and clearly identifies resource implications and costs. The funding for pupils with special education needs is spent appropriately. There is effective communication between the headteacher and the relevant

committees of the governing body. The governors have a very good understanding of the school's financial position. The most recent audit confirms smooth and efficient financial operations within the school. Expenditure has been used effectively to raise standards since the previous inspection and governors are very aware of the positive impact that spending and resourcing the new literacy and numeracy strategies have had on raising standards. Major improvements to classroom decor have significantly improved the learning environment and the continuing support of The Parent Teacher Association has substantially enhanced the information technology resource base. Appropriate parties regularly receive accurate and thorough financial information and the headteacher and administrative officer effectively monitor procedures.

81. The school makes very good use of its resources and this contributes significantly to the quality of learning and the standards of achievement. Staff appreciate the very good levels of resources and co-operate well to maximise their use. The accommodation is well used. Teaching staff are deployed appropriately and are given responsibilities that reflect their expertise. There is an appropriate balance of time given for the different aspects of the curriculum. The governors have been able to provide a higher than average level of support in the classroom and this strategy has made a very good impact on standards and rates of progress. The school has continued to develop an ethos of monitoring and measuring its effectiveness. Since the last inspection, this has extended to levels of middle-management and relevant staff training has considerably extended the expertise and influence of the curriculum coordinators. Recent parental questionnaires were very instrumental in re-shaping the school's homework policy.
  
82. The school has continued to efficiently administer its day-to-day running and supplements this with a detailed and appropriately prioritised whole-school development plan. Taking into account present levels of attainment on entry, good levels of teaching, the quality of the curriculum and pupils' progress and overall high budget cost, the school provides good value for money.

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

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

83. Children under five are taught in two reception classes by two teachers, one of whom is part-time, four special educational needs support assistants and one classroom assistant. During the week of inspection there were 56 children under five, 15 of whom were attending on a full-time basis. Children are admitted into reception class in the year in which they are five, on a part time basis and are phased in gradually on a full-time basis over two terms of attendance. Prior to admission, some of the children attend independently managed playgroups.
84. Attainment on entry to the reception classes is very varied. The present cohort has a high percentage of children on the special educational needs register, whose attainment is well below that expected of children of this age. The majority of children have underdeveloped skills of listening and number recognition and a significant minority of children enter with levels of attainment in line with that expected of children of this age. The majority of children have underdeveloped fine motor skills. Attainment on entry is just below average in language and literacy, mathematical awareness and physical development. In knowledge and understanding of the world, creative development and personal and social development, attainment on entry is average.
85. Children make good progress in language and literacy, mathematics and physical development. In knowledge and understanding of the world, creative development and personal and social development, progress is satisfactory. By the time that they are five, children attain the Desirable Learning Outcomes in all areas of learning and a small minority of higher attaining children exceed these outcomes in language and literacy and mathematics. These rates of progress are due to the good quality of teaching in both reception classes, good curriculum planning and very good use of assessment information. Provision for the under-fives is good in all areas of learning. The teachers, special educational needs assistants and classroom assistant, work closely and effectively as a team to deliver a full and balanced curriculum in a very well organised, happy and secure environment, where each child is valued for his or her uniqueness. Since the previous inspection, the school has maintained its good provision for the under-fives, despite the variance between the attainment levels on entry.
92. **Personal and social development**
86. By the age of five, children attain the levels expected in personal and social development. Children gain personal and social skills rapidly and make satisfactory progress from the time they enter the reception class. The classroom routines and the regular organisation of 'high scope' activities, through which children choose their own activities for learning, are having a positive effect on the satisfactory rates of progress. A further contributory factor to the sound rate of progress is the early identification of children's individual needs, by both teachers and classroom assistants.
87. The classroom routines are such that all children have the opportunity to engage with classmates in both small and large groups. Children know how to make choices for themselves as well as to follow instructions and work as part of a group. By the time that they are five, children have the ability to select and use materials and equipment sensibly in the classroom and to tidy up after themselves. They listen to adults giving instructions, concentrate on the activities that they are involved in and develop very good relationships with one another. They are obedient and well behaved and have the confidence to speak in a group and evaluate their experiences, thoughts and

feelings. Children show a high degree of interest in the outside world and are eager to learn from their experiences. They are sensitive to the feelings of others and they join in appropriately in school assemblies. They learn how to look after those less fortunate than themselves.

88. The quality of teaching of personal and social development is good. From the very start, teachers set acceptable boundaries for behaviour and provide a secure and safe environment for the children. Teachers have very good knowledge of the needs of these children to engage in both independent and social play. Teachers intervene appropriately in children's learning and give praise and constructive encouragement. This results in children developing a positive self-image and enables them to feel confident.

95. **Language and literacy**

89. By the age of five, the children achieve the Desirable Learning Outcomes in language and literacy and make good progress. Several children of above-average ability exceed these outcomes in reading. The children listen well to stories, sing nursery rhymes and contribute to class and group discussions. They take turns in speaking, listen to what others say and enjoy using their growing vocabulary in a variety of activities, such as in the role-play area when they entertain 'grandma' (teacher in role) at tea time. Children handle books well and develop very positive attitudes to reading. They know that authors write books and many children explain that illustrators draw the pictures. They understand that print carries meaning and that text is read from left to right and from the top of the page to the bottom. Higher attaining children can read simple sentences and know many of the alphabet sounds, by the time that they are five. These children have above-average reading abilities. All children, including those with special educational needs make good progress in their writing. They trace letter shapes, write them independently and trace and copy words. The higher attaining children can write simple words and use their good knowledge of letter sounds to attempt words that they do not know how to spell.

90. The teaching of language and literacy is good and role-play is very good. Reception teachers have good knowledge and understanding of how young children develop confidence and skills. They plan effective lessons in which they set high expectations for all the children and challenge the high, average and lower attainers with individual questions. They share their expertise very effectively with the support staff so that when children are talking, reading or writing with adults, they are supported and challenged, thereby making good progress. The activities that children can choose from are carefully prepared, often with a focus that encourages children to talk about shared experiences and this enables them to develop a good vocabulary across all the areas of learning. In their conversations with children, all staff show awareness of individual needs and give good models for verbal responses to reinforce each child's learning. The teachers keep very good records of children's attainment, assess their progress regularly and base planning on children's current needs. Teachers effectively teach aspects of the literacy hour, although the demands of the literacy hour are modified to suit the needs of these young children. Work is challenging and children respond well and make good progress. Strong features of the teaching are the teachers' good use of time and teachers' natural enthusiasm, which are reflected in the children's enjoyment and positive attitudes to learning.

97. **Mathematics**

91. By the time that they are five, children attain the levels expected nationally and make good progress. All children take part in number rhymes that reinforce the concept of counting forwards and backwards. They are given many opportunities to reinforce these skills in their daily routines and activities. For example, they say what date it is, how many children are in class each day and

how many cubes can tilt a scale. The lower attaining children count up to five reliably and correctly say numbers up to ten, whilst the higher attaining children recognise and name numbers up to 20.

92. Children can do simple addition and subtraction sums with numbers up to ten by using objects, and can work out sums in their head involving small numbers. They recognise repeating patterns of shape, colour and numbers. They practice and apply their skills in other activities. For example, they paint a repeating pattern using four colours and can say which colour should come next. In practical activities they develop and use a good mathematical vocabulary. For example, they pour out tea for their friends and say if the teapot is 'full', 'half-full' or 'empty' and count how many cups it held. They use 1p coins to count out small amounts and are beginning to understand that, in shopping, money is exchanged for goods.
93. The standard of teaching in mathematics is good. The teachers have secure knowledge and understanding of how to teach mathematics to young children. They plan a variety of practical activities through which the children will learn about number, shape, measurement and pattern in an enjoyable and continuous way. They use a variety of interesting and attractive resources, many made by the teachers themselves, which capture the children's interest and promote good learning. Teachers set high expectations for every child so that all children develop appropriate knowledge and skills, ensuring that progression into the National Curriculum is smooth. Opportunities to introduce mathematical words and practice mathematical skills are seldom missed, so that the children learn to apply mathematics to their everyday lives. Teachers track each child's progress very effectively and use their assessments of attainment in their plans for future lessons.

100. **Knowledge and understanding of the world**

94. Children's attainment in this area of learning is in line with that expected of them by the time they are five. The children make satisfactory progress in their awareness of the world around them and the skills necessary to learn from their experiences. They know, for example, that autumn leaves change colour and that oak trees grow from acorns. They are aware of significant events in their own lives, such as birthdays, and know that people grow from children into adults. Children become aware of different forms of life and the importance of the environment. In conversation, children show that they understand some of the relationships in the living world. For example, they know that frogs and water-lilies can be found in ponds and that tadpoles grow into frogs. The children use different skills to explore and develop ideas. For example, they make models by cutting and sticking paper, card, plastic and other materials to represent the required parts of the animals, objects or machines that they make. They can identify waterproof materials and can deduce information about waterproof materials from observing a simple experiment. They use simple computer programs and listen to taped stories, songs and music, using headphones. They know how to put a tape into a tape-recorder and they can find their way around the computer keyboard, identifying 'enter' and 'delete' keys. When playing a matching game on the computer, several higher attaining children can 'drag' teddy's clothes and dress him.
95. The satisfactory progress that the children make in their knowledge and understanding of the world reflects the good teaching in this area. Having provided a rich variety of experiences for the children, the teachers plan activities so that rapid learning occurs. For example, they direct the children's observation of flowers so that, when they paint them, they include all the important parts of the plant. Magnifying glasses provide observations with extra interest and surprise. Children's play and model-making are linked to the topics they are learning. The way in which the teachers relate so many of the children's activities to interesting, first-hand experiences, is a strength of teaching. All this makes learning for the children relevant, enjoyable and continuous.

## 102. **Creative development**

96. By the time that they are five, children attain the Desirable Learning Outcomes and the classroom environment provides a wealth of opportunities for them to develop the creative side of their personalities. Children listen to a wide range of stories that helps them to identify with characters and respond to and express emotions appropriately. The role-play areas enable children to freely act out some of their experiences, ideas and feelings, while story times encourage them to discuss events and develop their imagination. In children's art and craft, they have a good balance between free-choice activities and drawing and painting for a set purpose. They paint boldly using primary colours and learn how to make new colours by mixing paints. They make satisfactory progress in this aspect of their development and combine their knowledge and understanding of colours with their observational skills to produce good representations for their age. The children sing enthusiastically and in tune, and know the words of many nursery rhymes and songs. They understand how to use instruments to make different sounds and how to follow a simple musical score. They can tap out a steady beat and they know the difference between loud and soft sounds.
97. The teaching of creative development is good. Teachers use their good knowledge and understanding to organise the classroom so that the children can express themselves as freely as possible, but give good support and guidance at the same time. Teachers provide ample opportunities for the children to share ideas and learn from each other, so that all children make satisfactory progress in relation to previous attainment. The classroom assistants make a strong contribution through their skilled support. They help the children when necessary, but also encourage them to try things out for themselves and develop and express their own ideas.

## 104. **Physical development**

98. By the age of five, all children attain the Desirable Learning Outcomes in this area of learning and make good progress. Children learn to handle and use a variety of tools, including scissors and construction materials, to improve their coordination. They run, jump, skip and climb in the classroom and in their physical education lessons, developing an awareness of how to use space and to extend the range of their movements. Children carry out a sequence of movements showing increasing control and confidence, and they make good progress in their fine motor skills, due to the variety of activities provided for them, such as, pencil play, tracing, sewing and cutting.
99. The quality of teaching is good. Teachers have secure subject knowledge, plan their lessons well, use time effectively and join in 'ring' games with the children. In the playtime sessions observed outside, teachers encourage these young children to use the climbing apparatus in order to further develop physical skills. Teachers show children how to use a pencil correctly and how to use both paint and crayons, in order to draw and colour appropriately.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### 106. **English**

100. The 1998 national test results show that by the end of Key Stage 1, standards are in line with national averages in reading; in writing standards are above the national averages. In comparison with similar schools, attainment in reading, by the end of Key Stage 1, is below national averages and in writing, attainment is in line with national averages.

101. In 1998 the percentage of pupils reaching the higher levels in reading was below the national average, however, in writing, the percentage of pupils reaching the higher levels was above the national average.
102. Averages over three years show that the performance of pupils in reading was close to the national average and that in writing it was above the national average. There was no significant difference between the attainment of boys and girls. Since the previous inspection, high standards in reading and speaking have been maintained; standards in writing have improved. However, present inspection findings show that listening skills and standards in spelling were better in 1996 than they are now.
103. School self-evaluation documentation indicates that, since 1997, standards in reading have been steadily rising, standards in writing have remained high and standards in spelling have improved by 25 per cent. Inspection findings confirm that high standards in reading and writing have been maintained.
104. Inspection findings show that, by the end of Key Stage 1, standards in reading, writing and speaking are above average and that standards in listening are in line. Standards in spelling are broadly average. Standards in reading have risen due to the emphasis that the school has placed on developing pupils' skills of comprehension, which were identified as a weakness by the school's evaluation of its Standardised Assessment Test results.
105. The standard of presentation of work throughout the school is satisfactory, but there are occasions, as seen in the scrutiny of work, where above-average pupils do not pay sufficient attention to the presentation of their work. Margins are not used appropriately, work is not ruled off and handwriting lacks care and attention to layout. Average attaining pupils and pupils who are of above-average attainment make good progress, overall. Pupils with special educational needs make very good progress because they are well supported in the lessons and work is suitably matched to their needs.
106. By the end of Key Stage 1, pupils have acquired skills in speaking which are above national averages. All pupils, including those with special educational needs, make good progress. Pupils speak clearly and choose their words carefully. They can describe their feelings and responses accurately and they show an understanding of the main points in discussion. When interviewed about their knowledge of symbolism in religious education, pupils were able to explain the meanings of symbols and the relevance they have to people's religious lives. They are able to talk about preferences in stories, motives of characters and reasons as to why the author might have chosen particular words for significance. During plenary sessions, pupils give clear accounts of what work they have been involved in and any difficulties that they might have encountered.
107. Pupils' listening skills are satisfactory and attainment is in line with national averages. All pupils make satisfactory progress, but they are not fully engaged in listening activities. They listen to others, mostly responding appropriately, but there are occasions when insufficient attention is paid to what others are saying.
108. By the end of Key Stage 1, pupils' attainment is above national averages in writing and pupils make good progress. Most pupils can write extended sentences with correct punctuation and they have a good understanding of both sentence and story construction. Pupils use tenses appropriately and know a wide range of descriptive words. Handwriting is developing satisfactorily, the majority of pupils form letters accurately using a consistent size, but handwriting in practice sessions, is presented more neatly than in the rest of pupils' exercise



books. By the end of the key stage, the majority of pupils are beginning to develop a joined script. Standards in spelling are appropriate for pupils' ages and they make satisfactory progress. The recent introduction of setting for spelling groups is having a positive effect on pupils' phonic awareness. Standards in spelling have, however, deteriorated since the previous inspection when they were judged as good; now standards in spelling are satisfactory. This deterioration is due to the variance of attainment levels in this year's particular cohort. Scrutiny of pupils' work for the past year, however, shows that there is a lack of drafting and re-drafting opportunities for pupils to improve their work.

109. Pupils' reading skills are above those expected for their age. Pupils can read a full range of texts and have good skills of reading to an audience. Pupils are aware of characters' motives, they have good skills of recall, can sequence events in order and read with fluency, accuracy and understanding. Pupils have good phonic and graphic knowledge and can use a range of deciphering skills. They can recognise alliteration, sound and patterns and they have good research skills. All pupils make good progress in their reading. There is, however, a lack of reading a full range of poetry, note-taking and development of pupils' skills of instructional writing and writing extended book reviews. The coordinator has acknowledged this as an area for development.
110. Pupils have good attitudes to learning. They show interest and enjoyment and work with sustained concentration, both individually and in groups. Pupils work cooperatively and sensibly, but on occasions do not listen when ideas are shared. Pupils treat resources with care and respect. Behaviour is good and pupils are motivated. They are eager to comment and ask and answer questions. Most pupils are effectively developing their ability to work independently and to take responsibility for their own learning. This was seen throughout the key stage during literacy hour and was particularly noticeable in the way in which pupils used computers to develop their reading and writing skills.
111. The quality of teaching is good and has improved since the previous inspection. There was no unsatisfactory teaching seen during the week of inspection. Three very good lessons of English were seen during the week of inspection; one was in Year 2 'circle time', where pupils were working on improving their listening skills and the teacher set very high expectations in encouraging the pupils to develop skills of preference and group participation. In the literacy hour the same teacher asked very good questions in order to enable pupils to verbalise their thinking, very clear instructions were given and classroom management was very well administered. Text and tasks were well matched to pupils' needs. In a phonics group, very good teaching was seen where the teacher used humour to cajole pupils in developing their spelling skills. Very good worksheets were used to consolidate pupils' learning. Teachers ask rigorous questions and provide pupils with suitably challenging tasks at all levels. This has a positive effect on the progress of pupils with differing prior attainment.
112. Teachers generally make it clear what they expect pupils to learn in the lesson; they plan and evaluate well. The best lessons include stimulating and interesting whole-class presentations and discussions that catch pupils' attention. They begin with consolidation of previous knowledge and understanding and take pupils' learning forward briskly and in clear steps. Most teachers make good use of time and resources available to them. Behaviour is managed appropriately. Listening skills have been identified as an area for improvement and these skills are encouraged by pupils' comments and questions being welcomed. Reading skills are taught very carefully and this contributes to high standards. Spelling, grammar and punctuation are generally well taught. Information and communications technology is used effectively by teachers to support and develop literacy. The quality of teaching for pupils with special educational needs is very good. A significant contribution to this is made by the support staff throughout the school, enabling these

pupils to make very good progress in relation to the targets set for them. Homework is used very effectively. It is given on a regular basis and parents are very supportive in ensuring that homework tasks are completed, which significantly enhances pupils' progress

113. The curriculum is good. The school's policy, together with the framework for the National Literacy Strategy, forms an effective scheme of work that is well matched to the needs of the pupils. Assessment and recording procedures are very good and are used well to set targets for individuals and groups of pupils and for whole-school improvement in English. The coordinator is effectively supported by the headteacher in setting targets for improvement. The coordinator has good knowledge of the subject and has produced a clear and detailed development plan. The headteacher has undertaken monitoring both of lessons and of teachers' planning effectively and has provided feedback on her findings. The involvement of the local education authority advisor in monitoring teaching has raised awareness at managerial level.

114. Resources for English are good, with a good range and quantity of books in large format. Library resources are good and are used appropriately.

115. The school's strategy for literacy is very good and every opportunity is used to develop pupils' vocabulary across the curriculum, especially in religious education and music. There are occasions, however, where there is insufficient recording of written work in science, history and geography. Literacy is taught daily and time is generally used well. The teaching of the subject meets the requirements of the National Curriculum. The school has excellent arrangements for in-service training which are appropriately linked to the school development plan. Teachers' personal interests are catered for as well as courses arising out of appraisals.

## 122. **Mathematics**

116. The overall results of 1998 National Curriculum tests show standards to be well above the national average. The number of pupils achieving expected levels of attainment is above the national average. The number of pupils achieving the higher test levels is well above the national average. Test results reveal consistency in standards across all the attainment targets for mathematics, with no difference in attainment by gender. Attainment in comparison with similar schools nationally is above average. Inspection findings confirm that these standards have been maintained and that they are steadily rising.

117. Since the last inspection, standards in mathematics have considerably improved, with nearly all pupils achieving standards at least in line with national averages and a significant number beyond. The current inspection findings show that, by the end of Key Stage 1, pupils' attainment is above the national average. The previous inspection identified the raising of standards in mathematics as a key issue, which the school has appropriately addressed. These present achievements are underpinned by the development of a very good, whole-school planning structure, including assessment procedures, which systematically chart the progress of pupils. The way the school has developed the numeracy hour is having a very beneficial effect on raising standards. By the end of Key Stage 1, pupils have a working knowledge of number, they understand number bonds to 100, they have good knowledge of mathematical vocabulary and they correctly identify odd and even numbers. They try different approaches to checking work and use mathematical symbols and diagrams appropriately. In shape, space and measure, pupils can measure accurately and know common two and three-dimensional shapes. They successfully use non-standard units and metric units of length, capacity and time in a range of contexts.

118. Most pupils make good progress. Pupils with special education needs make very good progress

because they are provided with individual learning targets and given very good support by teachers and support assistants. Pupils with average and lower attainment make good progress because the work is suitably challenging and the standard of support teaching is very good. Pupils with higher than average attainment generally make good progress, but inconsistently across the year groups. Not all teaching strategies ensure that these pupils remain on task and are fully extended. In the early years, pupils have made a good start at matching, counting, identifying and sequencing numbers. By Year 1, many pupils are counting to 20 and beyond, with skilful adding and subtraction to 10. They work well with addition stories and combining sets. Year 2 pupils accurately gather information in appropriate graph forms. In a Year 2 class, all abilities make good progress, using their knowledge of doubles to 20 in relevant calculation strategies. Pupils also make good progress through their problem solving activities. One low ability group expertly counted backwards on a number line to arrive at subtraction answers and an above average group co-operated well to develop strategies in adding tens and units to 100. The school is effectively developing numeracy across the curriculum. Pupils make good progress in developing data handling graphs on computers and measuring and counting running stitches in design technology. However, further identification in planning is needed to consolidate and improve number understanding in other subjects. In science, in particular, insufficient use is made of number skills in measuring and in the identification of patterns in experiments.

119. The pupils enjoy their mathematics and enthusiastically join in mental games and calculations. They co-operate well when working in pairs to develop strategies in adding tens and units to 100. Behaviour is generally good. However, a minority have difficulty in concentrating in the more formal elements of lessons and important teaching time is taken up managing these pupils. Their sensible use of equipment and materials helps lessons to run smoothly and considerably aids their responses to tasks set. The standard of presentation is satisfactory throughout the school, but pupils do not always maintain consistent number formation and untidy work is accepted in some cases. Lesson planning does not consistently set demanding tasks for the more able pupils in order to extend their perseverance in a problem-solving context.
120. The quality of teaching is good and never less than satisfactory. Teaching has improved since the previous inspection, although there are occasions in the straight Year 1 class, where there is still a lack of teacher intervention in moving pupils on in their work. Teachers have a very good understanding of the requirements of the National Numeracy Strategy and pupils have a wide variety of practical activities from which to learn about number. This is further reinforced through mental activities and counting skills which are extended in other ways such as stepping along numbered carpet squares, throwing dice to indicate instructions and matching cards in number bonding exercises. Teachers question pupils effectively in introductory and plenary sessions and recap on skills learnt. Comprehensive and relevant assessment procedures have heightened teacher focus on what the learning outcomes should be in each lesson; these are evaluated and used to inform the next stages of learning. Teachers manage pupils' behaviour satisfactorily; lessons are mainly calm and industrious. However, there is occasionally an absence of effective strategies to improve some pupils' listening skills, resulting in some pupils not being consistently focused on their tasks. The planning for lessons is very good, teachers are aware of the varying needs of their pupils and organise group work accordingly. Teachers make very good use of resources. They select appropriate materials and apply them in a range of practical tasks. Pupils make good progress, using Deines rods to compile strategies for adding tens and units. Large number lines and petals are used effectively to reinforce counting, adding and subtracting. Classroom assistants, aided by comprehensive planning, make a very good contribution in helping lower attaining pupils make good progress. Very good use is made of homework to support pupils' learning.
121. The school has worked successfully to raise attainment in mathematics as identified in the previous inspection recommendations. A very detailed school development plan has enabled staff

to target appropriate aspects in a successful attempt to raise standards. The subject coordinator provides good leadership and management, giving the subject a positive image in the school and supporting colleagues in their teaching and planning. The curriculum is well organised around the requirements of the National Numeracy Strategy and the newly developed schemes of work. This provides a very good structure for lesson planning which means that pupils are generally building on previous knowledge, understanding and skills in each area of mathematics. Developments in mathematics are constantly updated and monitored in the light of new initiatives. Resources for mathematics are good, they are stored appropriately and are easily accessible. Assessment procedures are very good and are used extremely well to support future learning. The school compiles a very good analysis of test results and the information gained is used well to raise standards.

## 128. Science

122. The standards of attainment in the 1998 teachers' assessments were above the national average, overall, and in line with those of schools of similar backgrounds. The percentage of pupils assessed at Level 3 or above in experimental and investigative science was well above national averages; the percentage of pupils achieving Level 3 or above in life and living processes was above the national average; the percentage of pupils achieving level 3 or above in materials and their properties was above the national average and the percentage of pupils achieving level 3 or above in physical processes was above the national average. During the inspection, however, standards of attainment were found to be in line by the end of Key Stage 1. This is largely due to the different cohort of pupils under scrutiny, an underdeveloped scheme of work which does not clearly identify scientific skills and processes to be taught and a lack of defined expectations for pupils to achieve at the end of each year.
123. Most pupils, including those with special educational needs, make satisfactory progress but the progress of the higher attainers is unsatisfactory. By the end of Year 2, from the scrutiny of their work, pupils have a satisfactory knowledge of life processes and living things, materials and physical processes. They do not make satisfactory progress in their investigative work, however, and their recording and observational work is unsatisfactory. Satisfactory progress is shown by their ability to produce clearer diagrams and steady progress in how they lay out their work and an increasing use of scientific language. Lower achieving pupils and pupils with special educational needs are often well supported by classroom assistants and this enhances their progress. Higher achieving pupils are not offered sufficient opportunities to extend their work independently, which limits their progress.
124. In the Years 1 and 2 classes, pupils were involved in activities connected with the five senses. By using their sense of touch they had to identify and describe a variety of objects hidden inside a sock. They were able to use appropriate vocabulary to describe the various textures of the hidden objects. Also Year 1 pupils were graphing data on the colour of their eyes and were finding out how different the graphs could be when the information was unchanged. By the end of Key Stage 1, pupils acquire an appropriate body of knowledge that covers key areas of life processes and living things, materials and their properties and physical processes. During a visit to the Science Museum pupils showed an understanding of materials and their properties, for example, when making bubbles. They understand the human life-cycle from being a baby to old age, know parts of the body and compare and label parts of plants. Little evidence was found of science investigative work, however. The scrutiny of work shows that, in general, pupils have limited opportunities to develop their investigative and process skills. The skills of investigative science are not sufficiently well developed and there is a lack of opportunity for pupils to apply their skills of numeracy across the science curriculum. These skills are not built upon in an organised, systematic or rigorous way. Attainment of the higher achievers is limited by a lack of challenging

work. The scheme of work offers core, extension and support activities, but the extension activities are not sufficiently challenging for the higher achievers and lacks identification of skills and processes. The recording and presentation of work in Year 2 is not as good as it should be.

125. Pupils' attitudes to science are generally good. In lessons observed, pupils' behaviour is good and they are motivated. In several lessons, interesting resources were used and this helped to promote a good response from the pupils. They sustain concentration well during the activities and are interested and responsive during the discussion sessions. They work well in groups or in pairs; they discuss their findings enthusiastically together, share resources sensibly and enjoy watching one another demonstrate aspects of the lesson.
126. The teaching observed during the inspection was satisfactory, overall. Only one unsatisfactory lesson was seen in Year 2. Teachers have a satisfactory knowledge of the subject and use resources well to stimulate pupils' interest and learning. Tasks are clearly outlined and pupils are given opportunities to discuss the work ahead. Teachers have high expectations of behaviour and motivation is maintained by a good pace and general level of enthusiasm. Planning for science lessons is generally satisfactory but there are not enough planned opportunities for the higher achievers to make better progress, nor sufficient opportunities for independent learning to take place. Teachers have good subject knowledge in life and living processes, materials and their properties and physical processes. However, their knowledge of experimental and investigative science is less secure. This results in more emphasis being placed on teaching knowledge about science, rather than through science in relation to further developing pupils' scientific skills.
127. The coordination of the subject is satisfactory. However, the curriculum does not allow for a clear progression of science investigation skills from Year 1 to Year 2. The scheme of work is comprehensive in its coverage of science content, but does not offer clear opportunities for science investigations. This has a negative impact on the general development of pupils' observational, predicting and recording skills. The status of science work is not fully realised. In general, activities consist of worksheets which are later pasted into topic books. The use of information technology to support science activities is good, although there is a lack of the development of numeracy throughout the subject. Procedures for assessment are satisfactory.
128. The previous report indicated that attainment in science was in line with national expectations. The school has maintained this. It also noted that there was insufficient emphasis on planning and recording, such as in tables, annotated drawings and making choices. The evidence from the current inspection indicates that there has not been sufficient improvement in these areas.

## **OTHER SUBJECTS OR COURSES**

### **135. Information technology**

129. During the inspection, little direct teaching of information technology was observed. Inspection judgements have been made on the basis of a scrutiny of pupils' work, displays around the school, discussions with pupils and the information technology coordinator and observations of pupils using computers in lessons. Inspection findings show that standards are above those expected of pupils by the end of Key Stage 1 and all pupils make good progress.
130. By the end of Key Stage 1, pupils are beginning to demonstrate confidence and familiarity with computers and many are able to manipulate the mouse and access menu options from the screen. They are able to recognise an increasing number of software buttons to access printing, for

example. They are familiar with the standard keys such as cursor, delete, space, backspace and enter. Pupils in Year 1 were using 'Talking First Word' to enter sentences in connection with a 'big book' story read out to them to support the development of their literacy skills. Reception pupils were busy producing symmetrical patterns using a graphics program 'Colour Magic'. They were able to use the colour fill tool with confidence and later print out their efforts. The school has built up a good range of software that is beginning to be used to support a range of subjects across the curriculum. For example, Year 1 pupils in connection with a theme 'All About Me' in science were using 'Starting Graph' to enter data on the colour of their eyes and to use the software to produce a variety of different graphs using the same data. The school has integrated the use of different computer systems well. Much use is still made of the older BBC machines, which still offer good support for activities across the curriculum and in the development of basic skills in information technology.

131. Pupils' response to information technology is enthusiastic and they enjoy using computers. They are able to concentrate for good lengths of time on such activities. Pupils often work co-operatively around the computer where they enjoy sharing their findings and discussing possibilities. They are able to talk about their involvement and how the software is helping them with their work. All pupils show respect for the equipment and behaviour around equipment is good.
132. Although pupils were observed using information technology equipment during the inspection, only one lesson involving the teaching of information technology skills was observed. It is apparent from the knowledge and understanding of the pupils that skills are being taught appropriately, and that pupils are gaining in information technology capability through the use of software supporting curriculum subjects. Teachers receive support from the Chair of Governors who regularly helps out in classes. This expertise contributes favourably to standards of attainment and rates of progress, as confirmed by pupils, when interviewed, in explaining their newly acquired skills in using a paint program.
133. The curriculum is satisfactory and meets statutory requirements. Standards have improved since the previous inspection. The school has made good progress in information technology since the previous inspection, not only in the development of networked hardware and software, but, especially, in the integration of the Qualifications and Curriculum Authority scheme of work. Teachers use this to ensure that their pupils have access to the full range of software and that information technology capability is developed progressively. Coordination of the subject is good and teachers are ensuring that they receive appropriate training in order to be confident with the full Programme of Study. The school has produced a detailed development plan for the use of information technology for the next three years and to ensure that targets for 2002 within the National Grid for Learning are met. Procedures for assessment are satisfactory and the level of resources for information technology is good.

140. **Religious education**

134. By the end of Key Stage 1, standards of attainment meet the expectations of the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress. The school has maintained its sound provision identified in the previous report and standards have been maintained.
135. Scrutiny of pupils' work, teachers' plans and interviews with Year 2 pupils, identify that, by the end of Key Stage 1, pupils have a good understanding of Christian traditions, festivals and beliefs. Pupils are familiar with the teachings of Islam and Judaism and they are beginning to make

comparisons between the religions that they have studied. Pupils are able to relate stories of famous figures, such as Jesus and Moses. They understand the need to belong to a variety of groups and they recognise the importance of their own family and friends. Pupils know that religious believers have books that are very special to them, such as the Bible, the Torah and the Qur'an and they are aware of the importance of religious buildings. Pupils can name parts of the Christian church and are developing an awareness of the use of symbolism in Christianity, such as the cross, the dove and the font. Pupils reflect and share their own ideas and concerns, exploring a range of common human experiences, such as feelings of joy, fear, hope, loneliness, compassion and anger, in relation to the teachings of the Bible. When discussing the story of the Good Samaritan, pupils expressed concern for the lack of compassion people can feel towards others.

136. By the end of Key Stage 1, pupils know God as a Creator and that all people are important. They deepen their knowledge of Jesus and know that He was a special person and that His teachings enable Christians to care in the community. Pupils, including those with special educational needs, make satisfactory progress in developing skills and processes, such as expression, empathy and interpretation. All pupils are introduced to a growing range of religions and they become increasingly aware of the different religious beliefs, buildings and rituals.

137. Pupils interviewed showed positive attitudes to learning. They provided a variety of answers and thoughtful observations. They enjoy visits to places of worship and remember detailed observations from these visits. They try hard to express their own thoughts and feelings. They are polite, courteous and respect other people's forms of worship.

138. No teaching was seen during the week of inspection, due to timetable constraints. No judgement therefore on teaching can be made. However, scrutiny of pupils' work and teachers' planning reveals that the guidance in the locally agreed syllabus is adhered to. Marking is satisfactory and learning objectives are appropriately identified in planning. Through written activities, religious education provides opportunities for the development of literacy skills. The coordinator for religious education has only recently taken up her role and is aware of the need to further develop assessment procedures and use this information to inform future planning. The work undertaken in religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.

#### 145. **Art**

139. Pupils' work seen during the week of the inspection is not appropriate to pupils' ages and there has been a deterioration in standards since the previous inspection. All pupils, including those with special educational needs, make unsatisfactory progress in art. They have opportunities to work on their own and to work with others making large displays. The Year 1 pupils had, for example, helped to produce a display to illustrate the science theme of the five senses. Year 2 pupils had produced portrait sketches of each other in connection with the theme 'Ourselves'. Following this theme, the group of pupils was using the sketches as designs to make faces from clay. They have satisfactory skills in observation and their portrait drawing reflects knowledge of positioning and shading. Pupils have opportunities to use a variety of media including paint, pastel, crayon, clay and fabrics. Pupils know the primary colours and can mix these to make a variety of secondary colours. Year 2 pupils were producing a range of hues by filling in a pattern made by 'taking a pencil for a walk'. The previous inspection noted that there was a lack of learning about other artists. The current inspection findings indicate that the school does not ensure that pupils are offered more opportunities to use examples of famous artists to stimulate and widen artistic and cultural experience.

140. Pupils have a satisfactory attitude to art activities. Behaviour in lessons is satisfactory and pupils use art resources carefully and treat resources with respect. Where several different activities are being carried out at the same time noise levels can affect the pupils' ability to maintain their concentration and stay on task. Teachers' relationships are good with pupils and praise is used effectively to raise pupils' confidence.
141. In the few lessons, seen teaching was found to be satisfactory. Instructions and demonstrations of technique are clear, especially where extra helpers are used to support group work. However, taking into account pupils' progress over time, it is unsatisfactory. Teachers do not provide pupils with activities that sufficiently build on prior attainment and this hampers their rates of progress. From inspection of teachers' planning, scrutiny of pupils' work and interviews with pupils, inspection findings show that, overall, teaching is unsatisfactory. This is largely due to the fact that there is a lack of detail in the scheme of work which would enable teachers to identify subject-specific skills to be taught.
142. The subject is satisfactorily coordinated. The scheme of work, however, does not offer progression in the development of artistic skills and there is a lack of clearly planned outcomes with respect to Year 1 and Year 2 pupils. The corridors and classrooms are used well to display pupils' work, the majority of which support learning in other areas of the curriculum. Learning resources are satisfactory and easily accessible.

149.

### **Design and technology**

143. Very little design and technology teaching was observed during the inspection. The judgement concerning progress is made on the basis of pupils' past work on display, the teachers' lesson plans, observations of pupils at work and conversations with them. All pupils, including those with special educational needs, make satisfactory progress, overall, and work seen is appropriate for pupils' ages. The school has maintained its sound standards as identified in the previous inspection report, but has not made sufficient improvement in designing, making and evaluating. They learn to use a variety of simple techniques to cut and join when making models in reception and pay some attention to simple design requirements. Following the theme 'Moving Pictures', Year 2 pupils were making pop-up cards. They could use a range of fasteners and make a slider move from left to right. They knew that a simple lever could be used to create movement. Higher attaining pupils are not sufficiently challenged, because tasks set do not sufficiently challenge their literacy and numeracy competencies. Insufficient evaluation is done in relation to how models can be improved and there is a lack of recording of work. Pupils can measure, mark, cut and join accurately and use appropriate vocabulary to discuss their work.
144. Pupils' attitudes are good. In general, pupils concentrate when involved in tasks. However, a minority are restless and talk whilst explanations are being given and older pupils evaluate their work. This has a negative impact on progress. Pupils work successfully in groups and are able to share resources and equipment sensibly.
145. The curriculum is satisfactory, but there are weaknesses in that the scheme of work, which has only recently been introduced, does not identify what is expected of Year 1 and Year 2 pupils and the progression of design and technology skills is unclear. Further development is necessary to ensure that the full range of materials and tools is used and that pupils produce more rigorous and systematic evaluations of their designs. The scheme of work has only recently been introduced. However, it is comprehensive and covers design-and-make activities through nine half-termly themes. The scheme includes design technology language linked to each activity. This enables pupils to develop the correct vocabulary for the design and technology aspect they are working on.



There are strong links with art and craft and sometimes the distinction between design and technology and craft become blurred. The scheme Leadership and management is satisfactory because curriculum coverage is carefully monitored.

146. The previous report indicated that progress was satisfactory and the school has maintained this. However, it also stated that a range of materials was not always available for design and technology activities and that higher achievers were not sufficiently challenged. The evidence from the current inspection indicates that, whilst resources have improved, there are occasions when the higher attaining pupils are insufficiently challenged.

153. **Geography**

147. By the end of Key Stage 1, standards in geography are not high enough in relation to pupils' ages and all pupils make unsatisfactory progress. The last inspection commented on an underdeveloped planning programme in the subject and this remains the case. Geography is now included as a discrete element of the topics pupils study, this is an improvement on the findings of the last inspection. However, a lack of continuity in planning from Year 1 to Year 2 and an incomplete scheme of work result in the oldest pupils making unsatisfactory progress due to lack of continuity and progression in the scheme of work. Some sound features of early years' work include the production of simple maps and plans of real or imaginary places. Pupils identify major features of their local environment in Frimley Green and develop a geographical awareness by studying through enquiry and work based on direct experience. Older pupils are developing a limited range of geographical skills and have limited experience and understanding of contrasting localities and features of other countries. Pupils have underdeveloped geographical terminology and cannot fully explain changing features of landscapes.

148. Pupils' attitudes in the lessons observed are satisfactory. They generally co-operate with the teaching assistants in group work, but become less responsive when not directly challenged. They show confidence and initiative when walking around and making plans of the school environment. Work presented is often untidy.

149. Insufficient teaching was seen to make an overall judgement on the quality of teaching. In Year 1, classroom assistants taught the geography groups observed. They question the children satisfactorily, but do not always give explanations with clear learning outcomes in mind. The class teacher plans the work and the activities take account of the differences in ability when the groups rotate. However, the planning is lacking in the identification of discrete geographical skills within the topics being studied.

150. The curriculum is generally broad and balanced. However, incomplete planning for the subject means that the full coverage of work is not always achieved, because the scheme of work is insufficiently developed to support teachers in their planning. It does not clearly show what skills will be taught, to whom, when and in what order. The scrutiny of pupils' work shows some sound analysis of the characteristics of village and city life and a comparison of weather conditions with environmental issues. There is a present under-development of cross-curricular skills enhancing pupils' geography knowledge. Work insufficiently requires the use of graphical representation, the use of geographical vocabulary, linguistic skills and personal interpretations. Whole-school approaches to the monitoring and assessment of geography are under-developed, compared to other subjects. Many pupils do not achieve their full potential in writing and interpreting, or using geographical skills to make observations and judgements. Procedures for assessing pupils' progress are satisfactory and information gained is effectively recorded.

151. Resources are generally satisfactory. The school has a satisfactory stock of books, posters and globes. Resources are carefully stored and easily accessible.

158. **History**

152. Pupils make satisfactory progress in history and work seen is appropriate for pupils' ages. Standards cannot be compared with the previous report because no judgement was made in history. Some group-work in this context was observed as well as a scrutiny of work and interviews with pupils. By the end of Key Stage 1, pupils begin to understand concepts of historical time through their integrated topic approach, looking at old books and photos and aspects of transport communication and farming. The school makes a sound start in laying foundations for the pupils to understand time; they develop a sense of chronology and begin to understand historical perspectives, especially through timelines, stories, famous events and people. Pupils develop a sense of the past and an understanding of its differences from the present by comparing wash day activities in 1900 with present and evaluating the problems of communication before the invention of the telephone. Pupils identify and explain different interpretations from the past and a very good example of writing was seen from the point of view of Florence Nightingale reflecting on the atrocities of war.

153. The pupils' response to learning is good. They listen attentively and make enthusiastic contributions to group discussions. They co-operate with the teaching assistants in their group work. Behaviour is good. Pupils are courteous, polite and work well together. They share resources effectively.

154. The quality of teaching is satisfactory, but there are areas for improvement. A scrutiny of work shows that lesson planning needs to further identify knowledge to be gained, especially to further enhance pupils' understanding of the consequences of main events, changes and people's actions in history. Through well-structured discussions, pupils are encouraged to describe clothing features of a 1940's photograph. They are asked to explain the differences between past and present, but insufficiently record the outcomes of a task given to ask imaginary questions to the people in the photograph. This is especially the case for older pupils who need to further refine and record their linguistic observations. Teachers' planning for this group work does not always link tasks to developing historical skills within the topics being studied. Group tasks for the more able pupils do not sufficiently develop research and evaluation skills and the organisation of lessons does not sufficiently allow for individual study and the scope to begin interpreting and questioning. Teachers have secure subject knowledge and, in their story telling, bring history to life. They ask appropriate questions in order to develop pupils' skills of historical enquiry. Classroom management is good and lessons move at a steady pace.

155. The scheme of work is satisfactory. Tasks highlight the differences between past and present. Curriculum plans show that the curriculum is broad and balanced. Resources are satisfactory, they are centrally stored, clearly marked and easily accessible.

162. **Music**

156. By the end of Key Stage 1, all pupils, including those with special educational needs, make satisfactory progress and attain standards appropriate for their age. Progress is better in singing and performing than in listening and appraising because this element has not been fully developed in the scheme of work. The music coordinator teaches music and makes effective use of the limited time available; she combines hymn practice sessions very effectively with teaching elements of pitch and rhythm. She also plans an element of literacy, such as initial sounds and

rhymes, in each session. Pupils improve their singing and sing in tune without accompaniment. The recorder groups achieve good standards in reading music and know the value of minims and crotchets. Pupils are introduced to a range of recorded music through assemblies and have experiences of composing. However, opportunities for reflection and interpretation are limited and this limits their progress. Pupils successfully develop their skills in performance. For example, they perform in musical festivals and entertain both parents and the community at Christmas. They understand timbre, texture and pitch and they can keep a steady beat and tap out rhythms.

157. Pupils have good attitudes to music. They respond positively to opportunities to use musical instruments. Behaviour is good and instruments are handled well. Pupils relate well to each other and their teacher and co-operate successfully.
158. The quality of teaching ranges from good to satisfactory, but is satisfactory, overall. Pupils are kept on task by good management, lively pace to the lesson and well-chosen activities. The coordinator has good subject knowledge and manages the subject effectively. She teaches music throughout the school and good use is made of her expertise. Learning objectives are clear and appropriate assessments are used in short-term planning. The coordinator has appropriately identified the need to further develop opportunities for listening and appraising.
159. Since the previous inspection, skills of composition have improved, but opportunities for developing listening and appraising skills are limited. Music is now taught by a specialist who has addressed the issue of pupils evaluating their own performance, as identified in the previous report. Overall, the school has maintained its satisfactory standards.
160. Resources are satisfactory, they are clearly labelled but not easily accessible, due to the lack of storage space.

167. **Physical education**

161. Most pupils make good progress in physical education, a judgement similar to that of the last inspection and standards are appropriate for pupils' ages. They have good skills in contrasting the shape, speed and levels of their movement in response to spoken and musical stimuli. They respond sensitively to mood in dance. Pupils are refining sequence work systematically in dance and gymnastics and practise and refine movement skills relevant to their ages. However, sometimes, work is characterised by a lack of reflection and practice, especially to improve quality of body form and movement. In games, pupils make suitable progress towards group play. Appropriate conceptual development and progress in relative games understanding is evident when they throw, catch and move in relation to apparatus and each other. Pupils make appropriate progress in developing skills of throwing and catching. They increase their accuracy and techniques satisfactorily.
162. The attitudes and behaviour of the pupils during their physical education lessons are good. They respond positively to the ethos of individual and partner movements and collective responsibility. Concentrated efforts and good levels of commitment by the majority of pupils ensure a pride in the developed work. Staff and pupils celebrate work and teachers sensitively give praise for good effort. Pupils behave well in lessons, but a significant number have difficulty in listening to instructions. This sometimes effects the quality of control in both performance and behaviour.
163. The quality of teaching is good. Teachers plan sufficient time for consolidation and refinement of

skills. The lessons are well planned and teachers have a good understanding of the skills and concepts to be taught. Lessons have realistic learning outcomes that are related to the National Curriculum Programmes of Study. Pupils in a Year 1 class made good progress in developing balances at differing levels, as a direct result of the teacher using appropriate gymnastic vocabulary and having high expectations for extended body shapes. Teachers use demonstration to influence the quality of performance effectively. Teachers are effectively involved in teaching knowledge and skills and this contributes positively to pupils' good rates of progress. Teachers use time and resources effectively. They ensure that all pupils handle equipment appropriately and that it is well stored.

164. Physical education is well coordinated throughout the school. Teachers have access to curriculum guidelines that ensure appropriate lesson content; this has a positive impact on provision and teaching standards. Good monitoring procedures in school ensure that all elements of the subject are given sufficient emphasis. There is a very good range of extra-curricular activities for pupils to further develop their skills and interests. Resources for the subject are good and have a positive affect on standards.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

165. The school was inspected by a team of four inspectors, including a lay inspector, over a period of seven inspector days. During that time, 40 lessons or parts of lessons were observed, totalling 23 hours. In addition:

- three pupils from each year group in each of the attainment bands were heard reading;
- assemblies and class registrations were attended;
- discussions were held with pupils;
- pupils' work was scrutinised;
- discussions were held with the headteacher, members of the governing body, parents and teaching and non-teaching staff;
- a pre-inspection meeting was held at which 18 parents attended and an analysis was made of the parents' questionnaire returns and written comments considered; and
- school documentation, which included the school development plan, schemes of work, curriculum planning, teachers' lesson planning, school prospectus and staff handbook, was scrutinised.

## 173. DATA AND INDICATORS

### 173. 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	120	7	19	5

### 173. Teachers and classes

#### 173. Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	5.6
Number of pupils per qualified teacher:	21.43

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

Total number of education support staff:	9
Total aggregate hours worked each week:	127

Average class size:	24
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### 173. Financial data

Financial year:	1999
	£
Total Income	253,356
Total Expenditure	266,339
Expenditure per pupil	2,081
Balance brought forward from previous year	23,920
Balance carried forward to next year	10,937

173. **PARENTAL SURVEY**

Number of questionnaires sent out: 141

Number of questionnaires returned: 50

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	66	32	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	30	2	0	0
The school handles complaints from parents well	24	50	16	0	0
The school gives me a clear understanding of what is taught	30	64	6	0	0
The school keeps me well informed about my child(ren)'s progress	38	58	2	0	0
The school enables my child(ren) to achieve a good standard of work	36	60	2	0	0
The school encourages children to get involved in more than just their daily lessons	34	58	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	64	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	48	44	6	0	0
The school achieves high standards of good behaviour	46	46	8	0	0
My child(ren) like(s) school	68	20	6	4	2