

# INSPECTION REPORT

**Westfields Infant School**  
Yateley

LEA area: Hampshire

Unique Reference Number: 115994  
Inspection Number: 188766

Headteacher: Mrs E Steers

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Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> November 1999

Under OFSTED contract number: 707367

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:	School Lane Yateley Hants GU46 6NN
Telephone number:	(01252) 873603
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Rhydian Williams
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Mr D J Curtis, Registered Inspector	Science Information technology Design and technology Special educational needs	Attainment and progress Attitudes, behaviour and personal development The quality of teaching Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs H Barter, Lay Inspector		Pupils' spiritual, moral, social and cultural development
Mr I Hancock	Geography History Equal opportunities	Leadership and management The efficiency of the school
Mr J Palethorpe	Mathematics Physical education Religious education	
Mrs J Pinney	English Art Music Under-fives	Curriculum and assessment

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## MAIN FINDINGS

### What the school does well

- Standards in science are excellent and in reading, writing, mathematics and music, very good.
- The quality of teaching is an outstanding strength and makes a significant contribution to high standards.
- The attitudes, behaviour and personal development of pupils are very good.
- The quality of curriculum planning and the assessment of pupils' learning are very good.
- The leadership and management of the headteacher, staff and governors are very good.
- Learning support assistants make a valuable contribution to pupils' learning.
- The day-to-day administration and financial control are very good.
- The school's partnership with its parents and community is very good.

### Where the school has weaknesses

- I. The school has no weaknesses.

**The school has many outstanding strengths. There are no Key Issues for it to address. However, the governing body may wish to consider some minor areas of improvement in an action plan, which would then be sent to all parents and guardians of pupils at the school.**

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

The school has implemented fully the key issues identified in the previous inspection report. The 'clear sense of purpose in the school' has been maintained, as have 'the high standards expected of pupils'. Schemes of work are in place for all subjects and they address the knowledge, skills and understanding to be taught to pupils as they move up through the school. Schemes of work link very effectively to teachers' planning. The governing body has now drawn up and published its aims for the school. In addition, the school addressed the issue to 'reflect on, and consolidate their achievements prior to entering the next phase of the school's development, following the recent period of rapid change'. Although not key issues, some weaknesses in teaching have been addressed well, particularly in relation to more-able pupils not being sufficiently challenged. Standards have been maintained and improved in many key areas, particularly in teaching. The school has very good management systems in place, which will allow it to make further very good progress.

### Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

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

\*\* Schools with up to 8% of pupils entitled to free school meals.

These results show that the school is achieving high standards. However, in writing, the school is not getting as many pupils achieving the higher Level 3 in comparison with similar schools. The school is

aware of this issue and has introduced a weekly ‘Writer’s Workshop’ lesson in order to raise standards even higher.

Inspection evidence confirms that the school is sustaining these high standards. By the end of Key Stage 1, standards in reading, writing and mathematics are well above average. In science, standards are excellent.

In information technology, standards exceed national expectations. Standards in religious education exceed the expectations of the locally agreed syllabus. In music, standards are well above expectations for pupils of this age. In geography, history and physical education, standards exceed expectations and in art and design and technology, standards meet expectations.

### Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Very good	Good
Mathematics	Very good	Good
Science	*	Very good
Information technology	*	Good
Religious education	*	Good
Other subjects	Good	Good

\* The quality of teaching in these subjects is not assessed for the under fives.

Inspection findings are that the quality of teaching is an outstanding feature of the school and that it makes a significant contribution to the very high standards achieved and the very good progress made. The school has maintained and built upon its strengths since the last inspection.

The quality of teaching is good, overall. During the inspection, the quality of teaching was excellent in six per cent of lessons, very good in 27 per cent, good in 50 per cent and satisfactory in the remaining 17 per cent.

Examples of excellent teaching were seen in music and in the under-fives. Examples of very good teaching were seen in the under-fives, literacy, numeracy, science and physical education. Good teaching was seen across the school and in all subjects.

The teaching of the under-fives and pupils with special educational needs is good.

*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	Very good; pupils behave very well in lessons, around the school and at break and lunchtimes. They are welcoming, polite and well mannered.
Attendance	Very good; there is little unauthorised absence; pupils are punctual and lessons begin and end on time.
Ethos*	The school is committed to the highest possible standards and this is reflected in all its work; the quality of relationships is very good at all levels.
Leadership and management	Very good; the headteacher provides very strong leadership; the deputy headteacher and subject managers ably support her. The governing body is dedicated, hard working and committed to the school.
Curriculum	Curriculum planning is a strength and contributes significantly to the high quality of teaching.
Pupils with special educational needs	Good; the special educational needs co-ordinator, teachers and learning support assistants provide effective support which allows pupils to make good progress.
Spiritual, moral, social & cultural development	Good, makes a strong contribution to pupils' positive attitudes and good behaviour.
Staffing, resources and accommodation	Very good provision and makes a strong contribution to teaching and learning.
Value for money	Very good.

*\*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

- II. Their children like school.
- III. The school enables their children to achieve a good standard of work.
- IV. Behaviour is good.
- V. The school promotes positive attitudes and values.
- VI. The school encourages parents to play a full part in its day-to-day life.

### What some parents are not happy about

No issues raised.

Thirty-one parents attended the meeting with the registered inspector prior to the inspection and 85 questionnaires were returned.

Inspection evidence confirms the very positive support of parents. At the parents' meeting, parents were very positive about:

- VII. music and school performances;
- VIII. the provision for information technology, including new computers;
- IX. the family and community feeling in the school;
- X. 'Grandparents' Day';
- XI. children respecting teachers.

## **KEY ISSUES FOR ACTION**

There are no key issues for the headteacher, staff and governing body to address. However, the governing body may wish to consider the following for possible inclusion in an action plan:

- XII. continuing to develop and fully implement the programme to address raising standards in creative writing in line with the very good standards in the other areas of literacy (paragraphs 8, 102);
- XIII. examine ways of reducing disturbance of physical education lessons when the hall is used as a thoroughfare (paragraph 76).

## **INTRODUCTION**

### **Characteristics of the school**

1. Westfields Infant School is situated in Yateley in north-east Hampshire. The school serves a large-scale housing development. The school is popular and over subscribed and there is a waiting list in all year groups. Most children have attended pre-school playgroups or nurseries. Children start school in the September of the year they reach the age of five. On entry to the school, attainment is above average.
2. There are 239 pupils on roll (127 boys and 112 girls), with 18 boys and 27 girls attending the reception class on a part-time basis. There are 32 pupils (13%) on the school's register of special educational needs, which is below the national average. There are no pupils with statements of special educational need. Six pupils (3 %) are entitled to free school meals, which is below the national average. Three pupils come from homes where English is not the first language although none of them requires additional teaching support for English as an additional language.
3. The school's aims are that pupils:
  - develop a love of learning supported by well developed skills;
  - experience a high quality and challenging learning environment;
  - develop lively, enquiring minds so that they become willing and effective learners
  - develop a sense of self-confidence and self-reliance;
  - develop self discipline and the ability to co-operate with others, showing tolerance, consideration and mutual respect;
  - begin to develop a reasoned set of personal attitudes, values, beliefs and respect for the religious and moral values of others.
1. The school's current target is to raise standards in writing.

## 5. Key indicators

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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	38	55	93

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	36	37	38
	Girls	53	53	55
	Total	89	90	93
Percentage at NC Level 2 or above	School	96 (92)	97 (87)	100 (93)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	34	37	38
	Girls	53	55	55
	Total	87	92	93
Percentage at NC Level 2 or above	School	94 (91)	99 (90)	100 (95)
	National	82 (81)	86 (85)	87 (86)

1 Percentages in parentheses refer to the year before the latest reporting year

1 **Attendance**

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

		%
Authorised	School	2.3
Absence	National comparative data	5.7
Unauthorised	School	0.3
Absence	National comparative data	0.5

1 **Exclusions**

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

	Number
Fixed period	0
Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	33
Satisfactory or better	100
Less than satisfactory	0

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

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

#### **1 Attainment and progress**

##### **1 Under-fives**

1. Children enter the school with above average levels of attainment as measured against the assessments children take when they enter school. Children make good progress and, by the age of five, exceed the expectations of the Desirable Learning Outcomes<sup>1</sup>. Children listen very attentively and talk confidently. As a class, children read along with their teacher with confidence and expression. They understand who the author of a book is and demonstrate knowledge of when to use capital letters and full stops. Children make very good progress in reading. In mathematics, children recognise and write numbers to ten and sequence them in the correct order. The majority of children recognise and name correctly squares, rectangles, triangles and circles.

##### **6. Key Stage 1**

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were very high in comparison to the national average in reading and mathematics for the proportion achieving the expected Level 2<sup>2</sup>. In writing, the proportion achieving Level 2 was well above the national average. The proportion achieving the higher Level 3 was well above the national average in reading and mathematics, but average in writing. In comparison with similar schools nationally<sup>1</sup>, the school's results were very high in reading and mathematics and well above average for those achieving Level 2. At Level 3, the results were well above average in mathematics, above average in reading, but below average in writing. In science, the results of the 1999 National Curriculum teacher assessments for pupils in Year 2 were very high in comparison to the national average for the proportion achieving the expected Level 2. The proportion who achieved the higher Level 3 was well above the national average. In comparison with similar schools nationally, the proportion who achieved Level 2 was very high and for those achieving Level 3, well above average.
3. The school has identified that, although very good, its standards in writing are not as high as in reading and mathematics. As a result, it has introduced in Year 1 and Year 2, a weekly 'Writer's Workshop' lesson in which pupils are placed into four 'sets' based on their prior attainment. Inspection evidence indicates that this is having a positive impact on raising standards in writing, particularly for higher-attaining pupils.
4. Inspection evidence confirms that the school is sustaining these high standards. By the end of Key Stage 1, standards in reading, writing and mathematics are well above average. In science, standards are excellent. Any variation between inspection findings and the results of the 1999 National Curriculum assessments are explained by there being a higher percentage of pupils in the current Year 2 on the school's register of special educational needs.
5. In reading, pupils read both fiction and non-fiction books with obvious enjoyment. Most pupils have a good knowledge of the most common words and successfully use a variety of strategies to assist them to read words with which they are unfamiliar. Pupils discuss the plot and characters in the stories they read, predicting what may happen in unfamiliar stories. In writing, pupils use

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<sup>1</sup> Schools with up to 8 per cent of pupils entitled to free school meals.

punctuation extremely well and include exclamation marks and inverted commas in their writing. They use these skills successfully across the curriculum in stories, poetry, writing-up scientific experiments and in writing recipes in food technology.

6. In number, most pupils read, write and order numbers to 100, with some pupils to 1000. In work on shape, space and measures, pupils recognise the properties of two- and three-dimensional shapes, including pentagons, hexagons, cylinders and spheres. When collecting data, for example on which pupils have school dinners or packed lunches, they display their results well in graphic form, sometimes with the use of the computer. Pupils use their numeracy skills well across the curriculum, particularly in the use of measurement in science, design and technology and geography.
7. In science, pupils know the importance of a 'fair test' when they carry out experiments. They show a good understanding of the importance of exercise and a healthy diet in keeping fit and healthy. Pupils show good knowledge and understanding of how an electrical circuit works, including the use of switches.
8. In information technology, pupils achieve standards which are above national expectations. They are very secure in the key skills of loading, saving and printing. They use their literacy skills very well in word-processing. Numeracy skills are used successfully when creating and interpreting the results of graphs. Pupils successfully enter commands into a programmable toy in order for it to follow a planned route.
9. Standards in religious education exceed the expectations of the locally agreed syllabus. Pupils understand the importance of water in their lives and the use of water in Baptism. They know that Christians celebrate harvest to thank God for food, and that bread is important in the Eucharist. They know that Jews celebrate harvest by Sukkot, recalling God's protection of the Israelites during their wanderings in the wilderness, when they lived in temporary dwellings.
10. In music, standards are well above expectations for pupils of this age. In geography, history and physical education, standards exceed expectations and in art and design and technology, standards meet expectations.
11. Progress in reading, writing, mathematics, science and music is very good. In information technology, religious education, geography, history and physical education progress is good. In art and design and technology, progress is satisfactory. As they move up through the school, pupils make good gains in knowledge, skills and understanding, with good application of literacy and numeracy skills across the curriculum.
12. Pupils with special educational needs make good progress as measured against the targets in their individual education plans.
13. Taking the three years 1996 to 1998 together, girls slightly outperform boys in reading and writing. However, the school is aware of the issue and has addressed it, for example through increasing the number of non-fiction books in the library. This increase came about as the result of the school analysing reading trends. In addition, the 'Writer's Workshop' is contributing to improving the quality of boys' writing.
14. The very high quality of teaching is the key factor in the standards achieved and the progress made. Inspection evidence is consistent with this high quality of teaching being the key factor in the school continuing to achieve high standards and in meeting the realistic targets it has set.
15. The previous inspection report judged standards to be above average in all subjects, with the



exception of geography where standards were meeting national expectations. Standards in religious education met the requirements of the locally agreed syllabus. Inspection findings are that the school has sustained and improved these high standards. Any variations in the foundation subjects<sup>2</sup> are explained by the lessening of requirements to teach these subjects at the same depth as they were at the time of the previous inspection.

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

16. The previous inspection report judged that pupils had positive attitudes, were attentive, followed instructions well and worked hard. Behaviour was 'exceptionally good'; there was no bullying and pupils showed respect for each other and the buildings. Inspection findings confirm that the school has sustained its strengths in this area and that the very good attitudes and behaviour of pupils make a significant contribution to high standards and very good progress. Evidence also supports the very positive views of parents.
17. The under-fives very quickly adapt to the day-to-day life of the school. In the morning, prior to registration, they quickly sit on the carpet with a book. During registration, they listen well and respond cheerily to the teacher. In lessons, they settle quickly and well to their work. A particular strength is that children who are on 'choosing activities' sustain concentration exceptionally well and allow the teacher and learning support assistants to work with groups of their classmates. Children are happy, secure and confident.
18. In Key Stage 1, pupils show very good attitudes to work. In lesson introductions, they listen carefully, but are very keen to ask and answer questions. Most are confident to stand in front of the class to demonstrate, for example how to use an information technology program. In the work phase of lessons, they concentrate well and persevere well with tasks and challenges, for example in Year 2 science where they showed great endeavour in making their lights turn on and off by using a switch. Pupils take great care and pride with their work, presenting it neatly and carefully.
19. Behaviour is very good and there have been no recent exclusions. In lessons, pupils behave very well which contributes to the good progress made in lessons and over time. When moving around the school, they are sensible and quiet. Behaviour at breaks and lunchtimes is very good. During the inspection, there was no evidence of bullying or any unpleasant behaviour. Pupils look after their school well. Pupils with special educational needs play a full part in the day-to-day life of the school.
20. Relationships in the school are very good. Pupils relate especially well to all adults, particularly their class teacher and their learning support assistant. When opportunities occur, they relate very well to voluntary helpers, including parents and governors. A particular strength is when they are working in groups with adults and the very good relationships allow pupils to make good progress. Pupils relate well to each other and co-operate successfully, for example when using the computer.
21. Personal development is very good. Through homework, pupils are encouraged to undertake personal research. For example, over the half-term holiday before the inspection, Year 2 pupils were asked to find out about electricity. Many came back with good knowledge and one boy gave an articulate and detailed account of how electricity gets from the power station to the light bulbs in the classroom. Pupils enjoy performing duties around the school, including taking the register to the office and operating the CD Player in assemblies.

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<sup>2</sup> Art, Design and technology, Geography, History, Music and Physical Education

## 26. **Attendance**

22. For the majority of pupils, attendance at school is very good and has a positive impact on their levels of attainment and the progress that they make. Since the last inspection, levels of attendance have been maintained consistently above the national average and, in the last year, have improved even further to be well above the national average. The school makes clear its expectations that pupils will attend school regularly and on time and most parents understand the necessity to report the reasons for their child's absences. As a result, there is very little unauthorised absence.
23. Pupils' punctuality is very good. They settle quickly in their classrooms and start on activities such as spellings, logging on to the computers or getting ready for a physical education lesson. Teachers carry out registrations very promptly and efficiently. Pupils respond politely to their names and sometimes use another language such as French. Registration periods at both the beginning of morning and afternoon sessions set a positive, purposeful tone in the classroom and very little time is wasted before lessons get under way. During the day, timekeeping is very good and this makes a positive contribution to the smooth running of the school.

## **QUALITY OF EDUCATION PROVIDED**

### 28. **Teaching**

24. The previous inspection report judged the quality of teaching to be 'good or very good in most lessons in reception, and good at Key Stage 1. It is the major factor contributing to the high levels of attainment and progress throughout the school'. Strengths were identified in:

- subject knowledge;
- planning;
- high expectations;
- marking and assessment;
- classroom management; and
- planning for pupils' independent work.

Weaknesses were identified in:

- lengthy exposition; and
- above average pupils not always suitably challenged.

Although not a key issue, the school has successfully removed the weaknesses in teaching; this is reflected, particularly in the increase in the proportion of pupils achieving the higher Level 3 in the National Curriculum assessments.

1. Inspection findings are that teaching is an outstanding feature of the school and that it makes a significant contribution to the very high standards achieved and the very good progress made. The school has maintained and built upon its strengths.
2. The quality of teaching is good, overall. During the inspection, the quality of teaching was excellent in six per cent of lessons, very good in 27 per cent, good in 50 per cent and satisfactory in the remaining 17 per cent.
3. Examples of excellent teaching were seen in music and in the under-fives. Examples of very good teaching were seen in the under-fives, literacy, numeracy, science and physical education. Good teaching was seen across the school and in all subjects.

4. The teaching of the under-fives is good, overall. It was good in 50 per cent of lessons observed, with 30 per cent being very good, including one excellent lesson.
5. The teaching of pupils with special educational needs is good. The special educational needs co-ordinator, classroom teachers and learning support assistants work in an effective partnership to meet the needs of these pupils and to help them make good progress. Individual education plans contain clear targets. In Year 1 and Year 2, pupils benefit from working in small groups during the 'Writer's Workshop'.
6. The teaching of literacy and numeracy is very good and contributes significantly to the high standards achieved in reading, writing and mathematics. Teachers have a good knowledge and understanding of the literacy and numeracy frameworks. In addition, very effective joint planning ensures that pupils in the three classes within each year group are taught consistently well.
7. Planning is a strength of teaching. There are clear and effective links between daily, weekly and termly planning which, in turn, link to the schemes of work which detail the knowledge, skills and understanding to be taught as pupils move up through the school. Within each year group, planning is carried out jointly and effectively which results in consistency of teaching. A very good example of this is in science, where during the inspection, all three Year 2 classes were taught how to incorporate a switch into a circuit. The three lessons were very good, with the result that all pupils in Year 2 made good progress in understanding the function of a switch.
8. Lessons begin with good question and answer sessions in which pupils are challenged to think, for example in reception when reading the 'Big Book', children were asked, "How do we know this word 'jungle' is not the word 'woods'?" This allowed the children to show how well they know their initial letter sounds. During the work phase of lessons, teachers concentrate hard on improving individual skills and techniques. For example, in a Year 1 handwriting lesson, pupils were taught the correct skills for joining the letters 'a' and 't'. Lessons conclude with a good plenary or final session in which pupils share their work with the rest of the class.
9. Teachers make very effective use of learning support assistants who make a significant contribution to pupils' progress. A significant strength is the quality of planning by teachers for the learning support assistant. They are given detailed guidance and support, which enables them to work very effectively with groups of pupils. For example, where the learning support assistant works very effectively with small groups on using the computer to develop library reference skills.
10. Pupils are managed effectively and this contributes well to the positive attitudes and very good behaviour seen in lessons. Teachers use resources effectively to support pupils' learning. Good use is made of flip charts, whiteboards and computers for demonstration and explanation. A good example of this was the teaching of correct joins in a Year 1 handwriting lesson.
11. Teachers make very good use of day-to-day assessment and adapt their lessons accordingly should pupils find work too hard or too easy. Marking is good, with many helpful comments made to guide pupils in their learning. Effective use is made of homework to support pupils' learning, for example in Year 2 where pupils were asked to do personal research on electricity in the half-term break immediately before the inspection.

40. **The curriculum and assessment**

12. The curriculum fully reflects the aims of the school. Pupils receive a broad and balanced curriculum.
13. In the reception classes, although long-term planning is based on the National Curriculum, half-termly and weekly planning firmly addresses the expectations of the Desirable Learning Outcomes.
14. In Key Stage 1, the curriculum provides a broad and balanced range of experiences which ensure that pupils' intellectual, physical and personal development is effectively promoted. The school has a good curriculum policy and specific curricular aims in place to guide future developments and enable effective monitoring to take place. Suitable emphasis is given to English and mathematics, and the new literacy and numeracy strategies are being successfully implemented. The curriculum as a whole is well planned to ensure a good balance between the other National Curriculum subjects and religious education, which is taught according to the local agreed syllabus. Effective links are established between the various subjects as part of the school's approach to topic work and these help to make pupils' learning purposeful and useful. Provision for personal, social and health education is good and is underlined by the school's caring ethos. Suitable arrangements are made for sex education. Pupils are prepared well for their next stage of education.
15. The curriculum is enhanced by a satisfactory range of visits to places of interest, such as the local church and a nearby farm and by participation in community events, such as the annual music festival. Visitors to the school include the local vicar, postman and fireman. All of these make a significant contribution to pupils' academic progress, as well as their personal and social development.
16. All pupils have equal access to the curriculum and the principles of equal opportunity are clearly evident in documents produced by the school.
17. The school complies fully with the requirements of the Code of Practice<sup>3</sup> for pupils with special educational needs. Individual education plans are detailed and provide clear targets for pupils. There is very effective planning between the special educational needs co-ordinator, teachers and learning support assistants.
18. The quality of teachers' planning, although judged to be good at the last inspection, has been considerably improved and is now excellent. It is now based on clear and supportive policies and comprehensive schemes of work for all subjects, which are very firmly based on the National Curriculum and offer good guidance in each subject. For most subjects, teachers plan very efficiently and effectively in year groups, sharing both the workload and their expertise. They consistently ensure that pupils' learning builds successfully on earlier experiences and that they make good and often very good progress as they move through the school. All staff meet regularly to plan and review their work, using a good planning format consistently throughout the school. Teacher's planning is carefully monitored by subject co-ordinators to ensure that all the aspects of subjects are sufficiently covered. Governors are supportive, fulfilling their strategic roles well through the curriculum committee.
19. There are several extra-curricular activities in place to support the curriculum. These are:

- .choir;
- .football club;
- . French; and
- . recorders.

1. The school's arrangements for the assessment of pupils are very good in the reception classes and excellent in Key Stage 1. Children's skills are assessed accurately on entry to the school and there is a strong commitment to monitor these pupils closely as they move through the school. There are effective systems in place for assessing and recording pupils' attainment in all subjects. These provide a good picture of individual pupils' progress as they move through the school. The results of National Curriculum tests and assessments carried out at the end of the key stage have been carefully analysed and strengths and weaknesses identified.
  
2. The school makes very good use of data analysis and other assessment procedures to raise standards of attainment. For example, as creative writing has been identified as an area of weakness for higher-attaining pupils, the school has introduced the setting of pupils across the year groups for creative writing lessons. This is already having a beneficial impact on standards. Teachers have created very good portfolios of pupils' work in most subjects to ensure that judgements on standards are consistent. Assessment records are passed on to the next teacher at the end of the school year and this helps with the planning of the following year's work. Each term, teacher assessments are effectively used to establish targets for improvement in literacy and numeracy. The marking of work throughout the school is consistent and regular. Teacher's comments reflect ongoing assessment of pupils' achievements and frequently offer specific advice on how to improve their work. During lessons, teachers often discuss work directly with the pupil, providing them with encouragement and advice on how to improve their work.

50. **Pupils' spiritual, moral, social and cultural development**

3. The provision for the spiritual development of pupils, including the under-fives is good and has improved since the previous inspection. Spiritual development is promoted appropriately through daily acts of collective worship and in religious education lessons. It is planned effectively and takes place in a quiet, respectful atmosphere. Pupils have the opportunity for prayer and to engage in quiet reflection. The school has strong links with the local Catholic and Church of England churches, where visits are regularly arranged and ministers are invited to lead assemblies. Pupils learn the values of the Christian faith and worship is predominantly Christian. There are also appropriate opportunities to learn of other faiths such as Judaism as part of the agreed syllabus and pupils celebrate major religious festivals. Although spirituality is not specifically planned for in the curriculum, there are good opportunities to promote spirituality in other subjects, such as through hatching ducklings, the reception pupils' local walk where they look at the magnificent autumn colours and planting and growing in the school courtyard.
  
4. Good provision is made for pupils' moral development. High priority is given to equipping pupils with a clear set of moral values. This high expectation is reinforced by routine class practices, where each class makes its own rules, the consistent application of the behaviour code and golden rules and explicit moral teaching in lessons and assemblies. The school is an orderly community where pupils are encouraged to be polite and friendly. The staff provide pupils with good role models and encourage them to behave well, show consideration to others and develop a clear understanding of the difference between right and wrong. The strong ethos and clear rules for behaviour are well supported by governors and parents.
  
5. Good provision is made for pupils' social development, which is enhanced, effectively in

everyday interactions between pupils and adults. Pupils work well together in class, play amicably in the playground and relationships are good. The promotion of values such as friendship and caring for others forms an important aspect of school life. Each year the school raises funds for children's charities such as the 'SOMA County Millennium' initiative to build a resource centre in Gambia. A wide range of extra-curricular activities is well supported and greatly enhances pupils' social development. It is also promoted effectively through links with the local schools and community and in the numerous social events arranged by the 'Parents' Association'.

6. Provision for pupils' cultural development is good. Pupils regularly visit the local environment and Basingstoke for a comparative study. Visitors include the Ghurkas from the local camp, local authors, publishers and illustrators as part of book week and 'Martin the Puppet Man'. Musicians, including parents, are invited into school to perform, together with orchestras from the local junior and comprehensive school and a professional opera singer. Music makes a significant contribution to pupils' cultural development due to the high level of expertise in teaching from the specialist teacher and the school choir regularly sings with the local choral society. Pupils acquire satisfactory knowledge and understanding of different cultures by studying world religions and participating in popular celebrations such as the Hindu festival of Divali.

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

7. The provision that the school makes for the support and welfare of pupils is very good and has been well maintained since the last inspection. The school continues to seek ways in which to improve the safety of the car park which was highlighted at the last inspection and continues to remind parents about the need for vigilance and care at the beginning and end of the school day. At the pre-inspection meeting with the registered inspector, parents expressed their satisfaction with the care that is provided for their children during the school day. They particularly appreciate the positive relationships that their children have with the lunchtime staff who care well for them in the dining hall and play areas. In the questionnaires, all parents agreed that the school promotes good standards of behaviour.
8. The school's procedures to monitor pupils' academic progress and personal development as they move through the school are very good. Teachers make very good use of regular assessments and tests to evaluate pupils' progress against the learning objectives that have been set for each ability group and to put in appropriate support where it is needed. Assessments made on entry for children who are under five are used well by teachers to identify areas for improvement and to assess where extra support may be required. Teachers keep detailed notes on all pupils' progress in their personal development; for example, their behaviour and attitudes to learning and use these records to complete an assessment of their personal and social development in their end of year reports. There are very good strategies throughout the school for recognising pupils' achievements and these are effective in raising their self-esteem. Pupils value the award of stars, stickers and the 'Headteacher's Award' and enjoy seeing their names placed on an 'achievement tree' for working hard or helping others.
9. All staff in the school are consistent in their expectations of very good standards of behaviour and discipline. They place high value on the promotion of positive attitudes and behaviour by reinforcing and praising what pupils do well rather than highlighting the occasional incidences when behaviour is less satisfactory. Pupils themselves are involved in devising rules for the playground and this is effective in promoting good standards of behaviour and happy relationships in the outside environment. Staff provide very good role models for the pupils and the very good relationships that exist between them and the pupils reinforce pupils' understanding of how to treat each other and what is acceptable behaviour in school. Themes of

sharing and friendship are well promoted through themes in assemblies and in the classes where 'Circle Time'<sup>4</sup> is used. There are effective systems in place for dealing with pupils who have behavioural difficulties. The school makes good use of individual behaviour programmes and is active in involving parents in their support for them.

10. The positive and welcoming atmosphere promoted by the school also has a good impact on pupils' attendance. Pupils are keen to come to school and it is rare that the school has to follow up any unexplained absences. When necessary, it takes advice from the educational welfare officer, who is a regular visitor and gives good support to the school. Although there are good procedures in place for checking any significant patterns of absence or illness, there are some inconsistencies in the way in which teachers complete attendance registers. The guidelines for the use of absence codes have recently been reviewed, but are not fully embedded in practice. The school is aware of this and the headteacher and administrative staff check registers frequently to ensure that the correct codes are being used.
11. The school makes very good arrangements to care for the safety and well being of its pupils. All staff report any concerns about a pupil's well being directly to the headteacher who is responsible for child-protection issues and has received up-to-date training in line with the area guidelines. The school is very well supported by the school nurse who has close links with a number of outside health and social services agencies and is able to give the school good advice and support when dealing with individual pupils' health and welfare needs. There are very clear guidelines for dealing with all aspects of health and safety. Detailed policies for areas such as swimming, the use of outside play equipment and school safety are well known by staff and followed closely. The governing body makes suitable arrangements for regular checks of the school's premises and arrangements for security and carries out risk assessments for areas of concern, for example, glazing. Fire drills are held regularly, although there has not been a drill at lunchtime recently. There are very good arrangements in place for dealing with pupils who are hurt or unwell during the school day. All staff have first-aid training and arrangements are in place to update the training of the nominated first aiders. There is very good awareness of pupils' individual health needs and all pupils who require attention are dealt with carefully and sensitively. The midday supervisory staff are an integral part of the school and provide a high standard of care and support for pupils at lunchtime and in the playground.

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

12. The partnership that the school has with parents is very good and has a positive impact on pupils' standards of attainment. Since the last inspection, the school has maintained its 'strong and productive' partnership and has further developed the information that it provides to parents to ensure that parents are fully involved in their children's work and the life of the school. The school continues to have a well-established role in the local community.
13. In the questionnaires sent to parents and at the pre-inspection parents' meeting with the registered inspector, parents showed good support for the school and its work. Although there were some individual criticisms, for example about the school's provision of homework and the information received about pupils' progress, these were in the minority. Inspection findings do not support these views. Overall, parents expressed approval of the education provided for their children. All parents report that their children like coming to school. They appreciate the good standards of work and behaviour achieved through the positive attitudes and values promoted by the school. They appreciate the way in which the school encourages parents to be involved in their children's work and in the life of the school.
14. The quality of information provided for parents is very good. The school's brochure, prospectus and annual governors' report give parents very detailed information about the work their children

will be doing in school and how the school is organised and run. Parents of children who are starting school receive good information from a separate booklet, which clearly explains the school's organisation and work and helps parents to prepare their children for the start of school life. Parents receive good information through regular newsletters and are invited to curriculum meetings and workshops, for example, to explain the national literacy and numeracy strategies, reading and the use of 'Impact' mathematics homework. Pupils' end-of-year reports give parents a very clear description of what their children have achieved during the year and how they have improved. Some parents feel that there is too much information in the reports, while others would like more information about how their children have achieved in relation to others. Inspection findings do not support this view. However, the school regularly encourages parents to meet teachers and discuss pupils' progress at frequent intervals during the school year. Weekly 'surgeries' where teachers are available to speak to parents are a very good feature and are used well to discuss pupils' work and any difficulties which may be arising.

15. Parents' involvement in their children's learning is very good. The majority of pupils are well supported with their learning at home. This is evident through the use that parents make of pupils' reading diaries to record their children's progress and to communicate with teachers. Parents of children who are under five receive good information about areas of learning in which their children need to develop as a result of assessments made on starting school and, as a result, support their learning at home. The recent introduction of termly-target booklets which indicate areas of development for three ability levels in each year group is a very effective way of involving parents in their child's learning. Parents have demonstrated their support for their children's education and the work of the school in their very positive acceptance of the home-school agreement. Many parents help in school on a regular basis with reading, swimming and cookery or by offering their expertise, for example, playing musical instruments. All parents are very supportive of school activities and attend meetings, concerts and extra-curricular activities, although they show less support for the governing body's annual meeting. The parent-teacher association (WISPA) is very active and their fund-raising and social activities are well supported by staff, parents and local people. It has made a significant contribution to the school's outside resources with the provision of an adventure trail. In recent years, the school has received overwhelming support for its 'Grandparent's Day' where grandparents are invited to see their grandchildren at work and play. Parents value the opportunity this affords to involve the whole family in the life of the school.
16. The school makes good use of its links with the community to enrich the curriculum and to improve pupils' social and cultural development. Pupils take part in music and choral festivals with other schools, visit an elderly persons' home and make regular visits to the library, village green and local church. Although there are some visits outside school, for example to the contrasting locality of Basingstoke, the school places greater emphasis on inviting people in to school to contribute their expertise and experience. Regular visitors include the postman, policeman, fire officer, vet and school nurse. There are some visits from authors, illustrators, musicians, puppet shows and theatre groups, although less use is made of regular contributions from visiting poets and artists. The school has strong and well-established links with the schools located on the same site. Good arrangements are in place for the transition of pupils to the junior school and staff in the two schools work closely to ensure that pupils move smoothly on from one school to another. There are close links with a number of local pre-schools who are visited annually by staff in order to build relationships with children before they start school. The school offers work experience to local secondary pupils and training placements for students. Since the last inspection, the school has begun to make use of local business links, for example to support the development of the adventure trail. This project involved both parents and members of the local community.



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

### **64. Leadership and management**

17. The school benefits from the very good leadership of the headteacher. She gives clear educational direction to the work of the school and has a clear aim for high standards. This is very effective in moving the school forward with a high quality of education provided, and a positive impact on the standards achieved by all pupils. Staff are very well managed by the headteacher, through monitoring, evaluation, and support. Good work is built on by sharing expertise and any weaknesses are given support and guidance, for example, by watching demonstration lessons or receiving in-service training. This is having a positive impact on the quality of provision and attainment. The headteacher's sense of purpose is shared by all connected with the school: teachers, support assistants, governors, parents and pupils. Parents support the very good aims and values of the school and feel at home in the school community. They are encouraged to take part in the life of the school which they value.
18. The governing body has developed a strategic view of the school's development and has a good understanding of the role and responsibilities of governors. This has improved greatly since the last inspection. New governors, together with a training programme for all governors, have ensured that they have good involvement with the work of the school. They visit for discussions with teachers and co-ordinators and to observe lessons. Minutes of governors' meetings and discussion with governors indicate that their decisions are based on accurate information and a good understanding of what is needed for the school to function effectively. Governors have committee and curriculum responsibilities and are involved fully with the formulation of aims, policies and the school development and improvement plan. The leadership and support of the governing body has a positive impact on the work of the school.
19. Curriculum co-ordinators are extremely effective in the help, guidance and support they give to colleagues. They plan or assist with planning, which in many cases is of excellent quality and they monitor the work in their subject to find out about the quality of provision through work sampling or visiting lessons. This is having a positive impact on the quality of teaching and standards achieved.
20. The staff and governors work well together to produce the school's aims, which express high expectations of what pupils can achieve. This ensures that they all understand them and have a shared sense of purpose. The aims range from pupils having well-developed skills to having reasoned personal attitudes and are appropriate for pupils of their age. The school is very successful in meeting these aims.
21. The school has a good-quality school development and improvement plan which is developed through "brainstorming" sessions with teachers and governors. It describes a clear programme of action and includes objectives, tasks, time-scale, responsibility, costing, monitoring and success criteria. The issues in the plan are well thought out and are the right ones to take the school forward. It has sound procedures for monitoring and evaluating outcomes, which are regularly undertaken by teachers and governors. Observations and discussions are used, as well as quantitative data from tests and assessments. These strategies are effective in helping to maintain high standards.
22. The school has a very good ethos that is impacting very favourably on standards. The leadership and management of the school make an important contribution to the positive ethos that prevails. Pupils' attitudes, behaviour, relationships and personal development are all very good. Equal access and opportunity for all pupils are provided. Where there are differences in attainment, for example with boys' writing, special efforts are made to remedy the situation. The school fully

meets the Code of Practice for pupils with special educational needs. Teachers work closely with the special educational needs co-ordinator and pupils' identified needs are well supported. All aims, policies and work in the school reflect the school's commitment to high achievement.

23. The governing body fulfils all its statutory obligations and all statutory requirements regarding the teaching of the National Curriculum are fully met.

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

24. Overall, the school's provision of staffing, accommodation and learning resources is very good and has a significant impact on pupils' standards of attainment and the progress that they make. This provision has been very well maintained since the last inspection and there has been an overall improvement in the provision of learning resources, which are now very good.

25. The match of teachers to the demands of the curriculum, including the under-fives is very good. Teachers are well qualified and suitably experienced and have a range of subject qualifications or relevant in-service training to support them in their role as subject co-ordinators. They carry out these roles effectively in order to manage the development of the subjects for which they have responsibility. Good use is made of the additional funding available to the school in order to reduce class teaching groups in Years 1 and 2. Fully qualified part-time teachers are effective in supporting literacy hours and the daily mathematics lessons. The school benefits from additional specialist teaching for music and special educational needs. This provision has a very positive impact on pupils' progress and makes a significant contribution to the quality of staffing available in the school.

26. The provision of staff to support pupils' learning is also very good. Learning support and special educational needs assistants, some of whom have undertaken additional training to develop their expertise, are well briefed by teachers, provide very good support when present in the classroom and make a significant contribution to the quality of education provided. The special educational needs staff make a very effective contribution to the progress made by pupils with special educational needs. Support staff provide good levels of guidance to the children who are under five. Other staff, including the finance and administrative officers, caretaking staff, midday assistants and school meals staff make a very good contribution to the smooth running of the school. Good use is made of voluntary helpers to hear children read and support practical activities such as swimming and cookery.

27. Arrangements for the professional development of staff are also very good and are very well established and organised by the staff development co-ordinator in a well documented staff development and training plan. The school is working towards an 'Investors In People' award and has fully developed systems for regular appraisal, through professional development interviews and reviews, for all members of the school, including support and administrative staff. Appraisal arrangements for the headteacher are in place and are up to date. Staff training needs are clearly identified through curriculum development plans and are closely linked to the school improvement plan. Clear criteria are set for all staff attending training courses and very good arrangements are in place for evaluation of training and for feedback to colleagues. There are good arrangements in place for the support and mentoring of newly qualified staff and staff new to the school. The staff handbook gives very clear guidance on all areas of school organisation and sets high expectations. Learning support staff are encouraged to undertake additional training and are well supported by the school. There is good commitment to providing training for midday supervisory staff, for example in behaviour management and playground games. All staff have good, detailed job descriptions which clearly identify their areas of responsibility and these are reviewed annually at appraisal. Some parents have expressed their concern at the turnover of teaching staff in the last two years. The staffing picture is now more stable and the

school has identified the need to continue to promote teacher's professional and personal development in order to maintain its very good staffing provision.

28. The school's accommodation is very good. The school environment is clean, orderly and well maintained and provides a very good environment for learning. Since the last inspection, alterations to the premises have provided separate music and cookery rooms and a new staffroom. This has had a very positive impact on the teaching of music as instruments are easily accessible for both pupils and staff and as a result are very well used. The classrooms are of a good size, well lit and have 'wet' areas for art and craft activities. Good use is made of corridor space for information technology, the library and for role play such as 'Elmer's Office'. The school hall is large enough for class lessons such as physical education, whole-school assemblies and for pupils' dining. However, it is used as a thoroughfare by pupils, staff and visitors who wish to move to the Years 1 and 2 teaching areas and library or to reach the staffroom. Pupils are often distracted in their physical education lessons as people pass through the hall. There is no clearly demarcated 'quiet' area or signs which indicate that lessons are in progress.
29. The outside areas are also very good. The courtyard area has been attractively developed, although it is temporarily unused at present due to a problem with the wooden decking. Since the last inspection, a large amount of work has been done to improve the outside play areas and grounds. Shaded seating, planting, steps and an adventure trail provide pupils with different areas in which to work, play and relax. The school now has plans, in conjunction with the 'Parents' Association', to further develop the provision of outside play equipment for the children who are under five who have their own secure play area. The school continues to experience difficulty with the car parking area and, in conjunction with the neighbouring junior school, is still seeking ways to improve the provision and safety of the car park.
30. The quality, range and accessibility of learning resources are very good and have been improved further since the last inspection. The provision of library books is now very good. The school has invested in a wide range of non-fiction books in all subjects and has focused on the reading needs of boys as a result of research into pupils' borrowing patterns. The library is very well organised and has a clear classification system, which is well understood and used by pupils. The provision of resources for information technology has also improved. All classrooms have computers in addition to extra computers installed in the corridor area outside Year 1 and Year 2 classes. The school is now connected to the Internet. Resources for the teaching of music are excellent. There is a wide range of good quality, tuned and untuned multi-cultural instruments, which are clearly labelled and well organised. The school makes good use of library and museum loan services to augment its satisfactory resources for history. Resources for all other subjects are good. Overall, the school's resources are tidy, well organised and labelled and are easily accessible for pupils and staff for regular use. Displays around the school are neat and brighten the school environment.
78. **The efficiency of the school**
31. The school's financial planning is very good. It is linked well to the school development and improvement plan and is based on accurate and up-to-date information. Spending decisions are clear and are appropriate for the school's needs. Major spending decisions are carefully considered by staff and governors and then monitored and evaluated through the outcomes produced. For example, careful consideration has been given to increased staffing to allow setting to take place to improve attainment in writing. Analysis of test results will indicate the success or otherwise of this policy. Similarly, careful consideration is given to extra staffing for music teaching. Test results are not the success criteria here, but the governors are well aware of the value to the school of the high standards in music which it achieves.

32. Governors are well organised and effective and are involved with the head teacher in setting the budget. The income per pupil is average compared nationally. Funding for specific purposes, such as special educational needs, is used appropriately. The finance committee meets regularly to monitor spending and make any necessary allocation amendments. The head teacher, governors and administration officer ensure good quality financial control through well-managed and effective systems. Co-ordinators have responsibility for the budget for their subject and they manage their money efficiently and effectively. Resources in the school are of good quantity and quality.
33. For the vast majority of the time, teachers are used very well. There is some specialist teaching for music and special educational needs and part-time teachers are used efficiently to make teaching groups smaller. Support staff are used very well. They are very well briefed and have a significant impact on the learning which takes place and the standards reached. Good use is made of resources, including computers and the school grounds. Equipment and resources are very well stored and labelled, with easy access and availability. Use is made of resources beyond the school, such as the loan service, visits and visitors. Time is well used in lessons; they start promptly and there is usually a brisk pace. There has been a considerable improvement in accommodation since the last inspection, and it is used very effectively. In particular, the music room and cookery room, are of considerable benefit.
34. Financial administration is very good. Accurate information is readily available for the headteacher and governors. The main recommendations from the last audit in May 1999 have been acted upon or are being attended to at present. All documentation is kept up to date and the budget carry forward is appropriate. Administrative procedures are very efficient, give clear support to all teachers and contribute to the smooth running of the school. The school makes very efficient use of time, money, accommodation and learning resources. The many good features in the last report have been maintained. Resources, then described as adequate, are now good in most areas. When taking into account:
- attainment of pupils on entry;
  - progress pupils make;
  - attainment at the end of Key Stage 1;
  - number of pupils on the special educational needs register;
  - quality of teaching;
  - breadth of the curriculum;
  - pupils' attitudes, behaviour and personal development;
  - carefully considered spending decisions;
  - average unit cost per pupil;

Westfields Infant School gives very good value for money.

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

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

1. On entry to the reception classes, most children have either nursery or pre-school experience and, overall, their attainment is above that normally found in children of this age. They experience a good-quality curriculum based upon the areas of learning recommended for this age and the good progress that they make means that, by the time they are five, most children have been introduced successfully to the National Curriculum.

#### **83. Personal and social development**

2. Almost all children settle quickly into the reception classes, making good progress in their personal and social development. Behaviour is very good and children form effective relationships with adults. They work and play well together, as, for example, when they co-operate in a group, taking turns to throw a dice in a number game. All children will persevere until they have completed a task, often showing high levels of concentration. Most make considered choices when choosing an activity. They competently change their clothes for physical education lessons and tidy away at the end of lessons in response to a teacher's instructions. All children confidently participate in the daily routines of school life, such as snack time or assemblies.
3. Teaching is good. The teachers provide many useful opportunities for children to develop both independence and become useful members of the school community. For example, children are encouraged to find their own name and place it by a picture of their chosen activity. The children's opinions are listened to and valued. Discussions and story times are used well to build self-esteem and to help children appreciate the feelings of others. Effective measures have been established to support children on entry to the school. The very good relationships that have been established between the teachers, support staff, parents and children help to create a secure environment that children are happy to come to.

#### **Language and literacy**

4. Children are developing good skills and understanding in language and literacy and attainment by

five is above the expected levels for this age. Children listen very attentively and talk confidently. They are willing to answer questions and to offer an opinion. As a class, children read along with their teacher with confidence and expression. They understand who the author of a book is and demonstrate knowledge of when to use capital letters and full stops. Children make very good progress in reading. By the age of five, all children have begun the school's reading scheme and the majority know the names and sounds of most letters. Most children read a number of commonly used words. Higher-attaining children successfully use different methods to read unfamiliar words and understand the difference between fiction and non-fiction. Children enjoy reading, enthusiastically explaining the plots of stories and predicting their endings. Good progress is made in writing. The majority of children can write their names unaided and many will independently attempt to write unfamiliar words, such as when they write the names of different fruits. Children use dictionaries to find "foods for crocodiles to eat". Higher-attaining children can formulate and write a properly constructed sentence.

5. The teaching of language and literacy is very good, overall, and sometimes excellent. Resources are used extremely well to motivate children and stimulating activities are provided that extend language and powers of expression. For example, the focus of the role play area is frequently changed and during one lesson a group of children was completely involved in cooking and serving meals in the class "café". Teachers have very good understanding of the area of learning and demonstrate very high expectations. New skills, such as the correct use of capital letters and full stops, are explained very carefully, ensuring the understanding of all children. Teachers' records show that, as children begin to read and write, good written assessments are made that provide useful information for establishing targets for improvement. The careful planning of lessons, superb class organisation and very effective assistance given by extremely well-briefed support staff all serve to considerably enhance the very good progress that is made by the children.

87.

## 87. **Mathematics**

6. By the age of five, most children exceed the expectations for their age. Progress is good, particularly in numeracy. Children recognise and write numbers to ten and sequence them in the correct order. They build towers of cubes to match a given number. Through number rhymes and songs, children begin to mentally calculate one more and one less and to begin simple addition and subtraction. In activities such as painting and printing, children learn to make repeating patterns and cookery affords the opportunity to begin to use a mathematical vocabulary, such as "more than" and "less than". The majority of children recognise and name correctly squares, rectangles, triangles and circles.
7. The teaching of mathematics is very good. As with language and literacy, lessons are very well planned and pupils are well managed and organised. Frequent changes of activities keep children interested and motivated. Resources are used very well to increase children's understanding of number. Teachers provide a wide range of mathematical experiences and many opportunities to count, as when taking the register or giving out milk at snack time. All staff have established very good relationships with the children.

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

8. Children make good progress in their knowledge and understanding of the world about them through suitable activities that are usually linked to a topic or theme. By the time they are five, they have achieved the expected standards in this area of learning, which include scientific, historical, geographical and technical learning. Children understand that sounds come from a

variety of sources and, as they walk around the school, identify the sounds they can hear. They record what they have heard in writing and pictures. As they collect items for their autumn table, they begin to understand the changing seasons. Children use cutting, sticking and joining techniques well when they make models from junk materials and when they use paper and straws to construct simple umbrellas. Most children demonstrate an understanding of the passage of time as they correctly sequence the days of the week, relating different activities to different days. Skills in information technology are above average and progress is very good. Children confidently use the mouse to select shapes, change colours and draw a line picture.

9. Teaching is good, with structured planning of a wide range of stimulating tasks and the provision of relevant resources. Children are encouraged to ask questions and make careful observations, as when they examine and describe unusual exotic fruits before drawing them. Simple homework tasks are sometimes given which assist progress. For example, children were asked to think about what sounds they could hear at home. As with other areas of learning, support staff make an important contribution to the good progress that is made. Visits to places of interest, such as a nearby farm and visitors to the school, including the postman and the fireman, are used well to enhance pupils' awareness of the wider community in which they live.

## **Creative development**

10. By the age of five, children's attainment in creative activities meets expectations for their age group and they make satisfactory progress. Their attainment in music exceeds expectations and they make very good progress. Children demonstrate skills and competence in a variety of materials and use scissors, paint and crayon appropriately. Children display their increasing awareness of colour as they paint self-portraits. Higher-attaining children are beginning to mix their own colours to good effect. Observational skills are above average, as demonstrated in very good pencil drawings of pineapples. In music, most children clap in accompaniment to a song and some accurately clap in time to the beat. They have a good knowledge of the names of percussion instruments, such as claves and castanets and describe the sounds made.
11. Teaching is good. Lessons are well planned and good resources are provided to allow children the opportunity to gain experience in a wide range of activities. In music, the quality of teaching is excellent. The teacher establishes excellent relationships, builds well on previous learning and uses resources most imaginatively to motivate the children. For example, children were totally enthralled by the puppets that were used to demonstrate clapping rhythms.

## **Physical development**

12. Children make very good progress and in many areas they exceed the expected levels of physical development. They show increasing control and co-ordination in large and small movements. They use pencils, crayons and scissors and manipulate small equipment well. Children walk, run, skip and jump with confidence. They use space well, showing an awareness of others. They follow instructions when exploring different ways of running and jumping and when moving in response to a story.
13. Teaching of physical development is good overall, but ranges from satisfactory to very good. Children receive many opportunities to develop and enjoy physical activities through the outside play space designated for early years and in the hall. In all lessons, teachers give appropriate time for children to warm up at the beginning of the lesson and to cool down at the end. Good performance by children is used effectively as an example to the rest of the class. Where teaching is very good, children are very well managed, tasks are clearly explained and lessons are conducted at a brisk pace with plenty of physical activity.

## **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

### **95. English**

14. Pupils' attainment is well above average at the end of Key Stage 1. It is well above national expectations in speaking and listening, reading and writing. In the school's 1999 National Curriculum assessments, the percentage of pupils reaching Level 2, the expected level, was very high in comparison with the national average in reading and well above average in writing. The percentage of pupils reaching the higher level 3 was well above average in reading and in line with the national average in writing. Standards of reading and writing in the 1999 tests are higher than test levels achieved by the school in 1997 and 1998. In comparison with schools that have pupils from similar backgrounds, 1999 National Curriculum test results were well above average in reading and above average in writing. This was confirmed during the inspection and indicates an improvement on the previous inspection, since standards of attainment have risen



from above average to well above average in reading and writing. Pupils with special educational needs are very well supported and achieve standards that are good in comparison to their prior attainment and the targets in their individual education plans. National Curriculum projections and targets have been set for 2002 based on the present cohort's entry assessments and past results. The school is well placed to meet these targets.

15. At the end of Key Stage 1, standards in speaking and listening are very good. Pupils have gained assurance in language activities and the majority listen very attentively to their teacher and participate confidently in class discussions. They read poems and stories aloud in unison, with very good expression and show an awareness of an audience, as when a group of Year 2 pupils made a tape recording of themselves reading a story aloud. Speaking and listening skills are used very well in other areas of the curriculum. For example, in science, an older pupil explained most articulately how electricity travels from the power station to light a bulb in the classroom. Pupils talk freely when explaining their work and in social conversation with visitors to the school.
16. Progress in speaking and listening is good. Pupils in Year 1 gain confidence as they decide in groups what characters in a book might be thinking, before recounting their thoughts to the rest of the class. All pupils show an increasing ability to listen to others and to explain their ideas. Participation in role-play, such as in the class post office, ensures progress in self-expression. The school is aware of the necessity to further increase opportunities for drama, particularly for older pupils.
17. Pupils attain standards in reading that are well above average. At the end of the key stage, they are very competent readers for their age. They read both fiction and non-fiction books with obvious enjoyment. Most pupils have a good knowledge of the most common words and successfully use a variety of strategies to assist them to read words with which they are unfamiliar. Pupils discuss the plot and characters in the stories they read, predicting what may happen in unfamiliar stories. They state and justify their book preferences and are familiar with the works of well-known authors.
18. Progress in reading is very good. Throughout the school, pupils enjoy reading and do so from a wide range of texts, with increasing accuracy and understanding. All pupils are given frequent opportunities to read to adults. Effective monitoring of reading habits enhances pupils' progress. For example, after identifying a preference among boys for reading non-fiction, more non-fiction texts have been purchased. The involvement of parents is encouraged through the use of home-school reading diaries and this makes a significant contribution to the very good progress that is made.
19. By the end of Key Stage 1, pupils' attainment in writing is well above average. Pupils are greatly encouraged to think of themselves as writers and write effectively for a wide variety of purposes, such as book reviews and autobiographies. Spelling and punctuation are good. Almost all pupils write legibly with correct use of full stops and capital letters. Higher-attaining pupils correctly spell words of more than one syllable and begin to use inverted commas and exclamation marks accurately to punctuate their work. Pupils write their own booklets in connection with their topic work, which contain separate chapters and contents pages. Most pupils write with a neat, joined-up script and use words imaginatively and to good effect, as for example when writing posters advising on firework safety.
20. Progress in writing is very good. All aspects, including creative writing, handwriting,

punctuation and spelling, are taught very thoroughly. Pupils are given frequent opportunities to write for different purposes. For example, Year 1 pupils are becoming proficient in letter writing, as they learn the correct way to begin and end their letters and how to write their addresses at the top of the page. Currently, the national test results indicate that, in writing, the number of pupils achieving the higher Level 3 is below average in comparison with similar schools. With the intention of raising standards in writing, the school has recently introduced a system of dividing pupils into ability groups across years one and two for lessons on creative writing. Scrutiny of pupils' work and observation in lessons indicate that standards are rising as all pupils are being very appropriately challenged according to their varying abilities. For example, higher-attaining pupils in Year 1 are beginning to use punctuation extremely well, as they confidently include exclamation marks and inverted commas in their writing.

21. Pupils demonstrate great enjoyment of English and show positive attitudes to learning. They work independently and collaborate well in small groups during lessons. Pupils listen very attentively and are keen to participate in discussions and answer questions. They settle quickly to their group tasks, sustaining concentration very well until the task is completed. Almost all pupils take pride in their work, taking great care to present it well. All pupils are responding well to the structure and organisation of the literacy hour.
22. The quality of teaching is good, overall, and often very good. All teachers plan lessons with very relevant learning objectives and efficient organisation that provide for good progress. They establish good relations and rapport with the pupils in their class. Resources are used extremely well to motivate pupils and assist learning. Teachers have high expectations and the tasks provided are stimulating, challenging and very well suited to different abilities of individual pupils. All teachers are very secure in their knowledge of the subject and their implementation of the literacy hour. Teachers make very good use of established assessment procedures, including the marking of work, to assess pupils' attainment, set targets for improvement and plan future work. Support staff are very well briefed and their efficiency and enthusiasm considerably enhance pupils' progress.
23. Standards in literacy are very good and the school is closely following the literacy strategy. The detailed, whole-school planning and teaching of the literacy hour and the quality of work during these lessons has had a positive impact on speaking and listening, reading and writing. By the time the pupils leave school, they are very well prepared for the next stage of their education. Pupils are able to apply their English skills very effectively to other areas of the curriculum. For example:
  - .in science, pupils write the results of an investigation into the effects of exercise on the body;
  - .in religious education, they write prayers thanking God for bread;
  - .in information technology, pupils design and print invitations;
  - .in geography, pupils use their literacy skills to sequence the events of a story, prior to producing a map.
1. The majority of pupils are becoming confident in their library skills by the end of the key stage and use them effectively across the curriculum. They understand how to use the school library and know the purpose of contents and index pages. They are beginning to refer to books to gain information and most pupils use their alphabetical knowledge effectively when using simple dictionaries and wordbooks.

## 106. Mathematics

2. The results of the 1999 National Curriculum tests for Year 2 pupils at the end of Key Stage 1, show the percentage of pupils achieving Level 2, the expected level, to be very high when compared with schools nationally and when compared with similar schools. The percentage reaching the higher Level 3 was well above the national average for all schools and similar schools. These results are much better than those achieved in 1998. This is partly due to the particular year group, which previous assessments and predictions had indicated would achieve well and partly due to an increased emphasis on shape, space and measures, which an analysis of previous results had shown to be below other aspects. In 1999, boys achieved considerably better than girls at Level 3, a concern which is being addressed by the teachers in mathematics lessons. Targets for different abilities have been set for all pupils and sent to parents. National Curriculum projections and targets have been set for 2000 based on the present year group's entry assessments and past results. The school is well placed to meet these targets.
3. Inspection evidence indicates that attainment at the end of Key Stage 1 is very good and well above national average. These findings are an improvement since the last inspection, but slightly down on the 1999 levels. This is largely due to the composition of the year group, where records indicate that there are not so many higher achievers and 22 per cent of pupils have special educational needs. Pupils with special educational needs attain well for their abilities.
4. Pupils of all abilities are making very good progress. This is an improvement since the last inspection when progress was good. Work is well matched to pupils' abilities. The most able are identified and challenged appropriately and those with special educational needs are well supported.
5. In number, most pupils read, write and order numbers to 100, with some pupils to 1000. They appreciate that the position of the number determines its value. For example, they can express 154 as  $100 + 50 + 4$ . They recognise simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$ , and can find  $\frac{1}{2}$  and  $\frac{1}{4}$  of a set of objects. They find patterns of 2's, 5's and 10's in 100 number squares and use the patterns to predict numbers in a sequence. They sort number according to odd or even and they know addition and subtraction facts to 20, with some to 100, by working out the change from £1. Most understand that subtraction is the inverse of addition and that repeated addition can be represented as multiplication. They insert the correct mathematical symbol into problems.
6. In shape, space and measures, pupils recognise the properties of '2-D' and '3-D' shapes, including pentagons, hexagons, cylinders and spheres. They sort '2-D' shapes according to the number of sides or vertices. They recognise reflective symmetry in simple shapes, and can rotate shapes through  $\frac{1}{2}$  and  $\frac{1}{4}$  turns. Pupils compare objects by describing them as 'longer than' and 'shorter than' and develop this to measuring with non-standard units and standard units. For example, they start by measuring a book by the number of cubes it equals, then they move on to estimate and measure the book in centimetres, and the perimeter of the hall or playground in metres. They use the measuring apparatus with a good deal of accuracy.
7. Pupils use and apply their mathematical knowledge practically. For example, they work out shopping bills such as the cost of a sandwich, a cake and a cup of tea as  $15p + 20p + 25p = 60p$ . When collecting data, such as which pupils have school dinners or packed lunches, they display their results in graphic form, sometimes with the use of the computer.
8. Numeracy is used effectively in other areas of the curriculum. For example, in geography, pupils collect weather data and represent their findings in a variety of ways. In science, they measure when experimenting and record their results in tables or graphs.

9. Progress in mathematics is very good for pupils of all abilities. The lower attainers are given good support by the class teacher and classroom assistants, whilst the higher achievers are given extension work. Teachers' expectations are high and targets are set, encouraging pupils to work hard.
10. Pupils' response to lessons is good. They listen attentively and are keen to answer questions. They settle well to their work and show interest and enthusiasm. They sustain their concentration well and work carefully and neatly. They have good relationships with adults and their peers and work well in pairs or groups. They display good attitudes and behaviour.
11. The quality of teaching in mathematics is good and is having a positive impact on pupils' attainment and progress. Planning is of very good quality with clear learning objectives. Expectations of work, concentration and behaviour are high and pupils are well managed. There are a variety of activities in each lesson and group work is well organised. Good use is made of classroom assistants and helpers to supervise some groups whilst the teacher works with others. Working and collaborating together without direct supervision from the teacher contributes well to pupils' moral and social development. Different challenges are set for pupils with different abilities, enabling all pupils to make very good progress. The pace of lessons is brisk, but with enough opportunity for pupils to think about their work. Assessment procedures are well defined and related to the learning objectives. Assessment is used well to help plan future work. Homework is set through targets, which are sent home to parents and through 'IMPACT' mathematics. The structure for this has improved since September and is now in line with government recommendations. Marking is regular and indicates to pupils how they can improve, helping them to make very good progress.

#### 116. **Science**

12. The results of the 1999 National Curriculum teacher assessments for pupils in Year 2 were very high in comparison to the national average for the proportion achieving the expected Level 2. The proportion that achieved the higher Level 3 was well above the national average. In comparison with similar schools nationally, the proportion that achieved Level 2 was very high and for those achieving Level 3, well above average. The school is sustaining these very high standards.
13. Inspection findings are that by the end of Key Stage 1, standards in science are very high in comparison to the national average. Pupils, including those with special educational needs, make very good progress. Literacy skills are used successfully in the recording of experiments and in labelling charts and diagrams. Pupils use their numeracy skills successfully in scientific measurement. Information technology skills are used well, for example in drawing graphs to show the number of household appliances powered by electricity.
14. Pupils make very good progress in experimental and investigative work. By Year 2, pupils understand and explain the importance of a 'fair test' when they carry out experiments. Year 1 pupils successfully investigate conditions for growth by comparing how seeds grow in soil, gravel, sand and sawdust. In Year 2, pupils carry out a good investigation into the effects of exercise on the body by measuring changes in pulse rate after vigorous activity. Literacy skills are used particularly well in the writing-up of their findings.
15. Very good progress is made in pupils' knowledge and understanding of life processes and living things. By Year 1, pupils draw and label accurately the main parts of the human body, including detailed drawings of the parts of the eye. They name and recognise body parts and understand the five senses. They classify and identify 'minibeasts' through clues. For example, for 'I am a butterfly' the clues are: 'I have two pairs of wings'; 'I start life as a caterpillar'; 'I can fly'; 'I

feed on nectar'. By Year 2, pupils classify accurately foods into vitamins, protein, calcium and fats. They have a good understanding of the importance of healthy eating.

16. Progress in understanding materials and their properties is very good. Pupils sort and classify materials by, for example, wood, metal, paper, glass and plastic. They know that some materials melt and that others freeze. Many understand that some changes are reversible whilst others are irreversible. They carry out good investigations into heating and cooling and melting and freezing.
17. Pupils make very good progress in their understanding of physical processes. By Year 2, they know how to complete a circuit to make a bulb light and are successful in putting a switch into the circuit to turn the light on and off. Pupils understand that metal conducts electricity whereas wood does not. Carefully drawn and well-labelled diagrams show they have a good knowledge of the components needed to make a circuit. Pupils know that electricity comes from a power station, but also that it is stored in batteries.
18. Pupils enjoy science lessons. In one lesson observed, the thrill and sounds of pleasure when their switches worked made a strong contribution to their spiritual development. In lessons, they listen attentively and contribute well to question and answer sessions. They settle to work quickly and work very well in groups. They relate exceptionally well to each other, their teacher, learning support assistants and the many other adults who support their learning.
19. The quality of teaching is very good and makes a significant contribution to the very high standards achieved. The strength of teaching is the consistency across classes within each year group, which allows pupils to make very good progress in the development of scientific skills, knowledge and understanding. The consistency is based on high-quality joint planning and very secure subject knowledge. Very good, planned use is made of learning support assistants, parents and governors to help in lessons. Imaginative and exciting teaching brings science alive for pupils, for example in Year 2, where pupils themselves formed a 'circuit' with individuals being the 'battery', 'bulb' and 'switch'. Through this approach, pupils made very good progress in their understanding of how a switch is used to break a circuit. Teachers make very good use of resources to support pupils' learning.
20. The previous inspection report judged that 'pupils throughout the school generally attain above average standards in science'. Inspection findings confirm that the school has raised standards to a very high level as the result of very good teaching which is securely linked to ensuring that pupils make very good progress in developing their scientific knowledge and understanding.

125. **Information technology**

21. By the end of Key Stage 1, standards are above national expectations and pupils, including those with special educational needs, make good progress. Literacy skills are used effectively, particularly in the word-processing of stories where pupils use grammar, spelling and punctuation well. Numeracy skills are developed well through the construction and interpretation of graphs, particularly in comparing findings of investigations. For example, in Year 1, pupils know how many more families have three televisions at home than those with one.
22. By the end of reception, pupils are confident in the use of the mouse and keyboard. Their mouse skills are linked well to literacy skills when pupils use a 'talking dictionary' to help them spell new words; this reinforces their knowledge of the alphabet particularly well. By the end of Year 2, pupils are very secure in the key skills of loading, saving and printing. They know the correct way to load a CD into the CD-ROM drive.

23. Word-processing skills are good; pupils use spelling, punctuation and grammar accurately in their story writing. Good use is made of fonts and changes in layout when they write 'Dragonfly poems'. Factual writing skills are used effectively and linked well to reading research skills when pupils write their own 'encyclopaedia' on, for example, primates, with particular examples on macaques and golden-lion tamarins. Data handling skills are used well in the plotting and interpretation of information, with good links to science. Pupils successfully use a graphics program to produce imaginative and exciting symmetrical pictures. They know how to enter commands accurately into a programmable toy in order for it to follow a set route; this reinforces their knowledge and understanding of distance and angles. Pupils develop good skills in using the computer in the library as a means of finding which books can help them on a particular topic, for example 'cars'.
24. Pupils are very confident in the use of information technology and are very keen and supportive of each other. In whole-class lessons, where a new program is being introduced, they listen attentively and are very enthusiastic when given the opportunity to demonstrate a skill or technique to the rest of the class. They work particularly well in pairs.
25. The quality of teaching is good and makes a strong contribution to the good progress made. Planning is a particular strength, in that there is planned use of information technology to support pupils' learning across the curriculum, including literacy and numeracy. Teachers have secure subject knowledge, which is passed on to pupils with enthusiasm. This is particularly evident when teachers introduce a new program, for example in reception where pupils were taught how to use a 'talking dictionary'. By the next day, pupils were teaching each other how to use the program. Good use is made of learning support assistants, for example in teaching small groups how to use the computer in the library.
26. The previous inspection judged that 'standards are higher than national expectations'. The school has sustained these high standards through good teaching and a programme through which computer resources are updated and strengthened, including the use of the Internet.

### **Religious education**

27. Pupils' attainment at the end of Key Stage 1 is good and higher than that expected according to the locally agreed syllabus. This is an improvement since the last inspection.
28. Most pupils re-tell and sequence some of the key events in Jesus' life and understand some features of celebrations, such as decorations, symbols, music and food. They understand the importance of water in their lives and the use of water in Baptism. They know that Christians celebrate harvest to thank God for food and that bread is important in the Eucharist. They know that Jews celebrate harvest by Sukkot, recalling God's protection of the Israelites during their wanderings in the wilderness, when they lived in temporary dwellings. Art and technology support this learning well. Most pupils understand that candles are used in some festivals and celebrations. They are learning to express their feelings. For example, Year 1 pupils discuss journeys they have made and relate these to Mary and Joseph's journey. Year 2 discuss the feelings evoked by light and dark. Literacy skills are well used, especially speaking and listening.
29. Pupils of all abilities are making good progress, which is an improvement since the last inspection. Higher attainers are challenged appropriately by being encouraged to think and express their thoughts and feelings. Pupils with special educational needs are encouraged to take part in discussions, by effective teacher questioning. As pupils move through the school, they develop a greater understanding of religious beliefs and a greater awareness of the customs and traditions associated with religious faiths.

30. Pupils' attitudes towards religious education are good. They listen attentively and show much interest in the work. They are keen to offer their answers and opinions, and respect the contributions and beliefs of others. The way that pupils are encouraged to express their views and listen to the views of others makes a strong contribution to their spiritual and personal development.
31. The quality of teaching is good and is an improvement since the last inspection. This has a strong impact on the attitudes and attainment of pupils. Teachers' knowledge and understanding are good. They have high expectations of pupils, both in participation in discussion and of their behaviour. Good planning is rooted in the locally agreed syllabus, 'Visions and Insight'. There are clear learning objectives with built in assessment criteria. Good questioning techniques challenge all pupils and encourage them to think carefully. Teachers value pupils' responses which encourages them all to take part. Pupils are well managed and good use is made of time, including time for reflection. This is an improvement since the last inspection. Artefacts are well prepared and well used to maintain pupils' interest.
32. The school delivers a broad curriculum, which is based on the locally agreed syllabus. Time for reflection was criticised in the last inspection, but now, this is built into the planning. There are many links with subjects. For example, speaking and listening skills are addressed well in discussions and writing is developed in written accounts of stories and events. Drama is used for role play and there are links with design and technology when pupils bake bread and make Sukkahs. A positive contribution is made to awareness of other cultures with the study of Hinduism, Judaism and the Chinese New Year, as well as Christianity.

## **OTHER SUBJECTS OR COURSES**

### **137. Art**

33. At the end of Key Stage 1, standards of attainment are as expected for children of this age. Pupils work in two and three dimensions with a variety of media and techniques, recording their efforts with increasing skill. They develop good observational skills, demonstrating an eye for detail, as when pupils make pencil observations of fruit, before reproducing them in colour. Pupils become familiar with the works and techniques of great artists, such as David Hockney and frequently evaluate their work. For example, when evaluating the painting 'Street Light' by Garomo Bella, pupils made good observations about the picture. They discussed how the artist used light and shade and were able to explain his use of colour to show rays of light. Pupils practice colour matching and mix tertiary and secondary colours effectively, as for example when producing a skin tone for their paintings of a postman.
34. Pupils, including those with special educational needs, make satisfactory progress through a combination of experimentation and direct teaching of techniques. They demonstrate an increasing accuracy and attention to detail when representing objects, as for example when older pupils make line drawings of William Shakespeare. Often, skills are successfully developed through links with other subjects, as when, in a link with mathematics, Year 1 pupils examined repeating patterns in print design before using found objects to print their own patterns.
35. Attitudes to art are good. Pupils show great interest and enthusiasm for their work. They listen well and are keen to take a full part in class discussions, making relevant and sensible comments. They settle quickly to practical work, using equipment responsibly and concentrating well over a reasonable period of time.
36. The quality of teaching is satisfactory. Teachers use pictures and prints well to promote

discussion and question the pupils effectively to extend their knowledge and understanding. Pupils' opinions are valued and all are encouraged to participate in discussions. Techniques are explained and demonstrated clearly and methodically, which enables all pupils to make progress in the development of skills. However, occasionally, the choice of media limits progress. For example, when working in the style of Bella, the provision of felt pens for this exercise limited pupils' opportunity to practice using shade and texture to convey colour and light. In some lessons pupils are given no opportunity to experiment for themselves and develop their own creativity. Good use is made of support staff, who are well briefed and aid pupils' development in art. Photographic evidence shows that pupils gain more experience of three-dimensional work using malleable materials.

141. **Design and technology**

142. Design and technology was not taught during the inspection, although planning shows that pupils receive their entitlement to the teaching of the subject during the course of the school year. Evidence from planning and photographs of pupils' past work is consistent with pupils achieving standards which are expected for this age and that pupils, including those with special educational needs, make satisfactory progress. Numeracy skills are used well, particularly in the measurement and weighing of ingredients in food technology. Literacy skills are used effectively, for example in the reading and writing of recipes.

37. By the end of reception, pupils use 'junk material' and a range of joining techniques successfully to make models of houses, including cardboard 'tubes' for the chimney and cut-out squares of coloured sticky paper for the windows. In Year 1, pupils make good use of tools and joining techniques to make models of vehicles, which include axles and wheels. They apply their knowledge of pattern to decorate the vehicle in patchwork ready for 'Elmer the Elephant' to use. Pupils use a range of small and large construction kits successfully to design and make 'Sukkots' in work linked to the study of Judaism in religious education.

38. By the end of Year 2, pupils design and make bags with fastenings and decorations, which develops their sewing and stitching skills well. They use a range of construction kits and other materials well, including straws and pipe cleaners to make working models of playground equipment. In planning a 'party', they design and make a range of interesting hats, including pirate hats, which incorporate the required eye patch.

39. Inspection evidence is consistent with the quality of teaching being satisfactory. Pupils are clearly being taught a satisfactory range of skills and techniques as they move up through the school. The previous inspection judged standards to be 'above national expectations'.

145. **Geography**

40. Pupils make good progress in geography. The quality of work is good and has improved since the last inspection. Pupils with special educational needs make good progress and are often effectively supported by classroom assistants. During the inspection, it was possible to see only a limited amount of geography teaching. Observations are based on information from other sources including policy documents, discussions with staff and pupils, examination of past and present work and displays.

41. By the end of Key Stage 1, pupils competently record different kinds of weather using appropriate symbols and recognise seasonal weather patterns. They accurately record daily temperatures using a thermometer and rainfall using a rain gauge and compare their results with daily newspapers and the computerised weather forecast on the Internet. They effectively use secondary sources, such as photographs, to find out about the effects of weather on the environment and use appropriate vocabulary to discuss their findings. Pupils make good use of



their literacy skills by reading stories such as 'The Shopping Basket' by John Burningham to relate their knowledge of the story in the form of a large-scale map to depict 'Steven's' journey. Younger pupils make good use of the school grounds and immediate local area while older pupils successfully study the local area of Yateley and contrast it with the larger town of Basingstoke.

42. Pupils' attitudes to work are good. They enjoy geography lessons and benefit from the wide range of fieldwork activities and practical opportunities. Pupils respond well to lessons and contribute effectively to class discussions using appropriate geographical terms. Many pupils work independently without close supervision and take a pride in the presentation of their work.
43. The quality of teaching is good and has a positive impact on pupils' progress. Teachers manage their pupils well and prepare interesting activities that relate to pupils' experiences. Lessons are characterised by clear learning intentions, good exposition by the teacher and a range of activities to challenge all pupils. Teachers receive good support and work in effective partnership with classroom assistants. The school has made an encouraging start using literacy, numeracy and information technology in the teaching of geography.

149.

### **History**

44. Pupils make good progress in history. Standards have been maintained since the previous inspection and are good. Pupils with special educational needs are effectively supported by teachers and classroom assistants and make good progress. During the inspection, due to timetabling arrangements, it was possible to see only two history lessons. Observations are based on information from other sources, including policy documents, discussions with staff and pupils and examination of past and present work, including displays.
45. By the end of Key Stage 1, pupils develop a good sense of chronology and an awareness of differences between the ways of life now and in the past. Pupils examine artefacts from the past and present to compare similarities and differences. This was well demonstrated during inspection in a lesson comparing household utensils and by a washday display of items used 60 years ago. Higher-attaining pupils accurately describe how items are used, making good use of their speaking and listening skills. Younger pupils have a good knowledge of castles; they compare these well with modern houses. Pupils learn about the everyday life of famous people in the past such as the successful study of Louis Braille where good cross curriculum links are made with science. Good links are also made with literacy when studying the daily life and customs of the Victorians. Pupils successfully use role-play to help their understanding of how children lived in the last century and successfully produce their own Victorian book with extracts of writing, illustrations and contents page.
46. All pupils, including those with special educational needs, clearly enjoy history lessons and have positive attitudes to learning. They listen attentively and show a lively interest in history. Pupils respond well to the opportunities to look at historical sources such as photographs and examine artefacts to gain first hand experiences. Pupils can be trusted to handle such items with respect and care without close supervision.
47. The quality of teaching is good and has a positive impact on pupils' attitudes and progress. Teachers have good subject knowledge and confidence in handling lessons. They manage pupils well and have a good understanding of the needs of different age groups. Resources are well used to support pupils' learning and teachers use good questioning and demonstration techniques. Although the school has developed some good links with literacy, insufficient use is made of the potential of information technology to support pupils' learning.

## 153. Music

48. At the end of Key Stage 1, standards of attainment in music exceed those expected for children of this age and are a particular strength of the school. Pupils use good articulation and sustain pitch and rhythm very well when singing with accompaniment. The majority of pupils sing a range of songs by heart, some of which they sing in two parts and in rounds. Over half the children in Year 2 belong to the school choir and regularly perform at local music festivals. All pupils listen with concentration to a wide variety of music and identify the changes in mood, which they express orally and through music and dance. Pupils are developing a good understanding of tempo. For example, all pupils vary their speed as they sing “This Little Train” to reflect the speed of the train. They name a slow song as a lullaby and explain its use. Pupils are familiar with the names of a wide variety of percussion instruments and of the sounds they make, as they demonstrated when they used their knowledge of the instruments to decide which would be most effectively used in a song about fireworks. Pupils compose simple sequences and record them, devising symbols to represent the different sounds and how they should be played. All year two pupils are given the opportunity to play recorders and two thirds of pupils are learning to do so. They are beginning to read standard musical notation as they play simple tunes.
49. Progress is very good in singing, performing and composing. Pupils build on their very good experiences in the reception classes to enlarge their repertoire of songs, which they sing from memory. As they go through the school pupils systematically improve their skills in composition. For example, prior to their graphical compositions in Year 2, Year 1 children compose ‘musical sandwiches’, where they record the ‘bread’ as one pattern and the ‘filling’ as another. Each year, pupils perform in the school’s Christmas production and pupils often perform their own compositions in assembly. The able musicians group enhances progress for the higher attaining pupils. Since the previous inspection, a music room has been established, which reflects the high priority placed on music within the school. This excellent facility, combined with the provision of an excellent range of music resources, considerably enhances progress for all pupils.
50. Pupils’ attitudes to the subject are very good. They greatly enjoy handling the percussion instruments, anxiously waiting their turn, as demonstrated by the year one pupil who stated she was “desperate” to try the cymbals! Pupils also show great enjoyment when listening to music and one class cheered when told they could listen to a piece for a second time. Pupils listen very carefully and respond with alacrity to the teacher’s instructions. They are appreciative of the performance of others. Pupils enjoy their music lessons so much that they express disappointment when the lesson comes to an end, eagerly enquiring what they will be doing at the next lesson.
51. The quality of teaching is very good and in 50 per cent of lessons, excellent. A part-time specialist music teacher is responsible for the teaching of music throughout the school. The teacher has an excellent knowledge of the subject and conveys her own enthusiasm to the pupils. She has an excellent understanding of the needs of young children. Lessons are extremely well planned, with activities closely linked to the learning objectives. They build on previous learning and effectively ensure that knowledge is developed and consolidated for all pupils. The brisk pace and stimulating choice of activities maintain the interest of pupils throughout the lesson. The teacher has established excellent relationships with the pupils, maintaining a warm and positive manner and using praise well to raise pupils’ self esteem. Through the high quality of the teaching they receive, the majority of pupils are clearly developing an understanding and enthusiasm for music, which will serve them well in their future lives.

## Physical education

52. Pupils of all abilities are making good progress in their physical education lessons. This is an improvement since the last inspection where they made sound progress. In gymnastics, pupils are able to find different ways of travelling on the floor and on apparatus. They jump and land safely from a variety of heights. They begin to link actions together into a short sequence and are aware of space and of others around them. They evaluate when watching others perform, thereby helping them to improve. When transporting apparatus, they do so carefully and safely. In dance, pupils respond well to a variety of stimuli such as music, or percussion instruments played by the class teacher. For example, they show light or heavy movements according to the volume of the music. They practise and put movements together to perform to others in the class. No games or swimming lessons were observed, but swimming records indicate a large proportion of pupils swim 10 metres.
53. Pupils are responsive and enthusiastic in their physical education lessons. They listen well to the teacher or the music and do their best to follow instructions. They work hard at the set tasks and show a good deal of confidence. Their attitudes and behaviour are very good and they co-operate well with each other. On occasions, some get fidgety and chatty, either when they have to wait or when they watch others performing.
54. The quality of teaching ranges from satisfactory to very good and is good, overall. Good teaching is giving pupils plenty of opportunity to practise their skills and make good progress. Planning is carefully done, with clear learning objectives. Activities are well chosen to achieve the objectives and to maintain pupils' interest. Pupils are well managed, with very good organisation and control. The better lessons move at a brisk pace and time is used well. On other occasions, teachers' explanations are too long winded and pupils spend too much time listening rather than performing. This has a negative effect on their progress. In addition, there are times when the activities do not sufficiently challenge the physically able pupils, thus restricting their progress. However, for the vast majority of the time, good teaching points are being made, pupils are working hard and good progress is being made.
55. Swimming is not a National Curriculum requirement at Key Stage 1, but is a very useful addition to the school's curriculum. There are good extra-curricular opportunities for pupils to take part in sport. Last year there was short tennis and this year there is a football club, for boys and girls, with about 24 members.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

56. The team consisted of five inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday, November 1<sup>st</sup> 1999 and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the thirty-one parents who attended. An analysis was made of the 85 questionnaires returned by parents. During the course of the inspection, the team observed 73 lessons or parts of lessons and also covered registration periods and assemblies. A total of 76 hours was spent on gathering evidence.
  
57. A sample of pupils from each year group was heard reading and the work of those pupils was scrutinised by the team over a period of six hours. Behaviour in the playground, dining-hall and around the school was observed. Discussions were held with members of staff, governors, subject co-ordinators, visitors and parents. The team examined pupils' records and reports, teachers' planning and record keeping, financial statements and attendance registers. Inspectors looked at the resources provided by the school for the pupils and at the use made of the accommodation.

## 164. DATA AND INDICATORS

### 164. 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
<b>YR – Y2</b>	239	0	32	6

### 164. Teachers and classes

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

Total number of qualified teachers (full-time equivalent):	11.44
Number of pupils per qualified teacher:	22.9

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

Total number of education support staff:	11
Total aggregate hours worked each week:	234

Average class size:	31
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164.

### 164. Financial data

Financial year:	1998/99
	£
Total Income	461,950
Total Expenditure	461,365
Expenditure per pupil	1,585
Balance brought forward from previous year	20,752
Balance carried forward to next year	21,337

## 164. PARENTAL SURVEY

Number of questionnaires sent out: 239

Number of questionnaires returned: 85

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	40	52	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	52	5	5	0
The school handles complaints from parents well	15	45	26	4	0
The school gives me a clear understanding of what is taught	25	59	8	8	0
The school keeps me well informed about my child(ren)'s progress	23	53	16	8	0
The school enables my child(ren) to achieve a good standard of work	37	59	4	0	0
The school encourages children to get involved in more than just their daily lessons	21	58	16	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	55	6	4	2
The school's values and attitudes have a positive effect on my child(ren)	33	62	5	0	0
The school achieves high standards of good behaviour	35	60	5	0	0
My child(ren) like(s) school	55	43	1	1	0

### 164. Other issues raised by parents

At the parents' meeting, parents were very positive about:

- music and school performances;
- the provision for information technology, including new computers;
- the family and community feeling in the school;
- 'Grandparents' Day';
- children respecting teachers.

CA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

In these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.