

# INSPECTION REPORT

## FINAL DRAFT – WITH P/R CHANGES

### **SHAWFIELD PRIMARY SCHOOL**

Ash, Aldershot

LEA area: Surrey

Unique reference number: 125029

Headteacher: Mrs LS Tarrant

Reporting inspector: Mr Christopher Gray  
21037

Dates of inspection: 26 - 28 February 2001

Inspection number: 189599

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Winchester Road Ash Aldershot Hampshire
Postcode:	GU12 6SX
Telephone number:	01252-320379
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs DA Hawkins
Date of previous inspection:	15 - 17 January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21037	Christopher Gray	Registered inspector	Mathematics Information technology Music Religious education	How high are standards? a) The schools results and achievements How well are pupils taught? What should the school do to improve further? Assessment
9724	Brigid Quest-Riston	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school cares for its pupils? How well does the school work in partnership with parents?
18935	Chris Bolton	Team inspector	English Geography History Physical education Special educational needs English as an additional language	How well is the school led and managed? Financial efficiency
21992	Jean Newing	Team inspector	Science Art Design and technology Equal opportunities Foundation Stage	How good are the curricular and other opportunities offered to pupils? Provision for pupils' personal development Staffing, accommodation and resources

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Shawfield Primary School is situated in Ash, near Aldershot. The school was an infant school until September 1999, when it changed its status to that of a primary school by opening a Year 3 class. A Year 4 class opened at the start of the current school year, and the school will be an all-through primary school by September 2002.

The school is currently for children aged four to nine, and has 92 full-time pupils (43 boys and 49 girls), which is much smaller than most primary schools. The number of pupils who join or leave the school in the course of the year is high (36 in the last school year) and has an effect on standards. Children's attainment on entry is broadly similar to the national average.

Pupils come from an area which consists of a mixture of local authority and private housing. Approximately 13 per cent of pupils are entitled to receive a free school meal, which is broadly average for infant and junior schools. One pupil speaks English as an additional language which, at 1 per cent, is a little higher than found in most schools, though this child is fluent in English. There are 29 pupils on the special needs register; at approximately 30 per cent of the school's roll, this is above the national average. Five pupils have statements of special educational need, and, in percentage terms (5 per cent), this is well above average. Because of the small number of children on the school's roll, the percentages of pupils in these categories tends to vary considerably from year to year. Overall, pupils' socio-economic background is broadly in line with national averages.

### **HOW GOOD THE SCHOOL IS**

Shawfield Primary is a good school which is popular with parents. Pupils work hard and have good attitudes to their work. The standards they achieve when they leave the school are above national averages in reading and writing and similar to them in mathematics and science. The overall quality of teaching is good. The school is well led by the headteacher and the governors are very effectively involved. The school gives satisfactory value for money.

#### **What the school does well**

- Pupils' attainment in reading and writing is above the national average.
- Pupils' attitudes to learning, their behaviour and relationships are good.
- The quality of teaching is good at Key Stages 1 and 2.
- The quality of leadership is good and governors are very effectively involved in the school.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school provides good care and welfare for its pupils.

#### **What could be improved**

- Standards of attainment in mathematics and science are not as high as in reading and writing because teachers' expectations of higher attaining pupils are not sufficiently demanding.
- Teachers' knowledge of what pupils have achieved is not used sufficiently in planning for what they need to do next.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school's greatest problem since the last inspection (1996) has been the threat of closure. In this period, most of the teachers were on temporary contracts, pupils' behaviour declined and progress on the action plan from the last inspection was delayed. Since the appointment of the new headteacher and the simultaneous conversion of the school to primary status, improvement has been good. Writing was identified as the priority for improvement and attainment here has been successfully and substantially raised. Mathematics and science are targeted next. An effective behaviour policy was introduced. It is consistently applied and pupils' behaviour is now good across the school.

The new headteacher immediately set about the planning of a primary curriculum. The whole staff have worked hard to create a broad and interesting programme of study for the school. Good work has been undertaken on the key issues from the last inspection concerning pupils' progress and the use of lesson objectives. Resources have been well accommodated in recent improvements to the buildings. The issue of assessment has not been adequately tackled because the headteacher rightly saw that improving teachers' planning was a necessary first step. Overall, the school has made good progress since the last inspection.

## STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	E	D	C	C	well above average A above average B average C below average D well below average E
writing	E	C	B	B	
mathematics	D	E	D	D	

The table indicates that pupils' attainment is in line with the national average in reading, above average in writing and below average in mathematics. Compared with those of similar schools, results are average in reading, above average in writing and below average in mathematics. These comparisons show that the school achieves well in writing. Inspection findings are that standards in reading have now risen to be similar to those in writing. Pupils' achievement in mathematics is at average levels but is not as high as it should be because higher attaining pupils are not given sufficient challenge. This is also true of science though, in that subject, all pupils are reaching an average level, which is better than found in most schools. Standards amongst the oldest pupils (Year 4) are similar.

The table also shows a gradual improvement in results since 1998. This is because teachers have worked hard to raise standards, beginning with writing.

The school sets targets for each pupil in English and mathematics. These have contributed to the rise in standards in English but not yet in mathematics. Pupils' attainment is above what is expected in religious education and average in art, design and technology, geography, history and information technology. There was insufficient evidence to judge attainment in music and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children enjoy coming to school and have good attitudes to learning. They listen carefully, know what is expected of them and work and play co-operatively.
Behaviour, in and out of classrooms	Behaviour is good in the classrooms, around the school and in the playground.
Personal development and relationships	Relationships within the school are good. All groups of pupils mix easily and there is a friendly atmosphere in the school.
Attendance	Good - better than the national average.

## TEACHING AND LEARNING



Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching in the school, overall, is good. It is at least satisfactory in all lessons, good in 50 per cent and very good in a further 7 per cent of lessons. Literacy teaching is good. The use of targets for every pupil has helped to raise levels of attainment. The teaching of numeracy is satisfactory. Good relationships between adults and pupils produce the right atmosphere for hard work but the provision for higher attaining pupils does not enable them to achieve highly enough. This is also true in science, but good teaching there enables all pupils to achieve the expected standard by the age of seven. Teaching for the under-fives is satisfactory, but lessons are not always as well focused as they are in the rest of the school on what the children are to learn.

Good teaching in Key Stages 1 and 2 enables pupils to become independent, enthusiastic learners.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school has worked hard over the last year to ensure that pupils are taught an interesting and well balanced curriculum. Information about pupils' prior learning needs to be used more effectively in planning for what they need to learn next.
Provision for pupils with special educational needs	Good; individual education plans are of good quality, teachers and assistants give good support and parents are closely involved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Acts of collective worship are of a high quality and make a significant contribution. Pupils understand and respect school rules because they were involved in writing them. They are given many opportunities to work together and they co-operate well. Work in English, art, music and religious education introduces pupils to their own and others' cultures.
How well the school cares for its pupils	The school takes good care of its pupils. Close and frequent contact with parents is an important part of this care. Members of staff know their pupils well and do their best to promote their well-being.

Parents strongly support the work of the school and think highly of what it provides for their children. The school actively seeks to establish a good partnership with parents and to involve them in the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher. Her staff share her educational vision and work hard to ensure its success.
How well the governors fulfil their responsibilities	The governors are very much involved in the forward planning and monitoring of the school's work, and they discharge their duties very well.
The school's evaluation of	The school is establishing good systems for evaluating its performance

its performance	and the standards achieved by the pupils. This is enabling the headteacher and governors to have a good understanding of the strengths and weaknesses of the school.
The strategic use of resources	The school is well provided with staff, resources and accommodation and they are mostly used efficiently; there is a good understanding of the principles of best value.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress</li> <li>• Behaviour in the school is good; the school is helping children to become mature and responsible; there is a good range of extra-curricular activities</li> <li>• Children are set the right amount of homework</li> <li>• The school is well led and managed; teaching is good and children are expected to work hard and achieve their best</li> <li>• The school works closely with parents; they are kept well informed about how their children are progressing and would feel comfortable about approaching the school with questions or problems</li> </ul>	<ul style="list-style-type: none"> <li>• A small number would like more information on their children's progress</li> </ul>

The response to the parents' questionnaires was very positive both in terms of the number of replies and the opinions expressed. Parents at the pre-inspection meeting were also very pleased with the school. Inspectors endorse parents' positive views of the school. They found that the amount and quality of information given about children's progress is good and that staff are always ready to give any extra information if approached by individual parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### **National Curriculum test results, trends and targets**

1. Pupils' results in the 2000 National Curriculum tests at the end of Key Stage 1 were above the national average at the expected level (Level 2 and above) in reading and writing and in line with the national average in mathematics. Teachers' assessments showed that pupils' attainment in science was in the top 5 per cent of schools nationally. Results at the higher level, (Level 3), were not as good: they were below average in reading, average in writing and mathematics and below average in teachers' assessments for science. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in reading were similar to national averages, results in writing were above national averages and those in mathematics below the average. The reason for this below average performance in mathematics is that the percentage of pupils who reached the mid-point of Level 2 - Level 2B - was below the national average. In reading, the percentage at Level 2B was above the national average; in writing, it was well above.
2. Compared with the results of similar schools, results on the average points score were average in reading, above average in writing and below average in mathematics.
3. These results were part of an upward trend of improvement over the four years since 1996, at a greater rate than the national trend in each tested subject.
4. As described in the summary, the school is becoming a primary school over four years. Its oldest children are currently in Year 4 and will not leave until the end of Year 6. There are thus no Key Stage 2 National Curriculum tests results currently.
5. A factor affecting attainment is the extent of turnover (that is, children who are admitted to or leave the school other than in September or July, respectively), which, in the last school year was 36 pupils out of a roll of 72. A good example of the effect this is quoted in paragraph 113 in the art section, where older pupils new to the school were observed to have less well-developed sketching skills than younger pupils who had spent longer in the school. Surrey's measure of value added by the school (which compares the points score gained by each pupil in the end of Key Stage 1 National Curriculum tests with the scores from the tests undertaken when that child entered the school in Reception) shows that those pupils who were in the school for the whole time made progress as expected.
6. The inspection's findings, which are discussed below, corroborate this picture of achievement at a satisfactory rate in mathematics and science; in English, pupils achieve better than this. Pupils enter the school at the age of four with attainment broadly similar to national averages. By the time they are seven, their attainment in English is above the national average; in mathematics and science, it is broadly in line with the national average. Standards are similar in the current Year 4.
7. There are no statutory targets for National Curriculum tests at the end of Key Stage 1 but the Surrey education authority requires schools to set them nonetheless. Those set for 1999 and 2000 were surpassed by the scores in the tests because they were under-ambitious. When the new headteacher was appointed in September, 1999, she introduced a range of tests to assist teachers in making more accurate predictions of what their pupils would be likely to achieve by the age of seven. This has resulted in a more realistic set of targets for 2001, which the school is on line to achieve.
8. As well as these targets, the school has this year introduced the use of individual targets for English and mathematics. These are written in the inside cover of pupils' exercise books; an example of a target in mathematics is "Learn number bonds to ten". Teachers review these with each child in guided reading time in English and as occasion arises in mathematics. New targets

are set when the current one has been achieved. Pupils were seen consulting their targets to guide their work during activities and the process has been helpful in reporting on progress to parents.

9. This is a new start to tracking the progress of individual pupils and the work so far has been effective. The school is shortly to receive training in maintaining records of tests and other assessments on computer software. This will facilitate tracking the progress of groups - such as boys and girls or those whose families are registered with social services - but such analysis is not currently undertaken.
10. The local education authority analyses National Curriculum test results by pupils' sex. Data suggests that, over the years, girls have not performed as well as boys in mathematics. However, two factors must be remembered when looking to see if this is a pattern across the school: the turnover of pupils, mentioned above, and the small number of pupils in each year group, as referred to in the Summary. Teachers have already examined their practices to see whether boys were favoured or preferred in any way in their teaching. Inspectors found no evidence in lessons or in the scrutiny of past work to corroborate what the data seem to be saying. Boys and girls are treated equally in all classes and perform as well as each other at the levels they are set. It is also interesting to note that the group of higher attaining pupils in the current Year 2 is all girls.

### **The findings of the inspection**

11. Children's attainment on entry to the school is broadly average. They make satisfactory progress in the Reception class and they are in line to meet the Early Learning Goals in all areas of the under-fives' curriculum by the time they begin Year 1. However, the lack of stimulation in some of the activities is not producing keen, highly motivated learners.
12. Pupils' attainment in reading is now better than that suggested by last year's National Curriculum tests. Pupils achieve above average standards by the end of Year 2. They read accurately and with reasonable fluency. They understand the relevance of speech marks and when reading aloud they adapt their voices accordingly. They express preferences about particular books and stories. By the time they reach Year 4, most pupils read with good effect, accuracy and fluency. Pupils justify their likes and dislikes of particular books.
13. In writing, standards are above average at the end of Year 2 and by the time pupils leave school. Pupils learn how to plan their writing section by section and so understand the importance of sequencing their stories. By Year 4, pupils show a good use of language and make effective use of words. They understand the importance of good presentation and show fluent, legible handwriting. They understand general spelling patterns and rules.
14. Standards in speaking and listening are above average across the school in the classrooms, though many pupils do not speak out clearly enough in assembly.
15. In mathematics, pupils' attainment is broadly in line with the national average by the ages of seven and nine. They are building up a sound knowledge of place value and number patterns and they use the rules of arithmetic with increasing facility. They learn about two- and three-dimensional shapes and collect and display data in graphs, using paper and computers. The levels reached by higher attaining pupils across the school are not much different in the pupils' past work than that reached by other pupils. This is because they are frequently given the same work as other pupils. Consequently, the number of pupils performing at higher levels is smaller than in English.
16. Attainment in science is average at both key stages. All pupils are on line to achieve Level 2 in the current Year 2, which is a much higher percentage than most schools, but fewer than average pupils achieve higher levels. Attainment in experimental work is soundly based, but higher attaining pupils do not readily ask investigative questions.
17. Standards in information technology are average by the ages of seven and nine. Year 2 pupils know how to run a variety of programs and they save and print their work. They learn to collect

and display data in mathematics and science work and experience control using floor robots. Year 4 pupils understand how to navigate through pages on a web site and how to reach new sites. They are currently extending their knowledge of how information technology is used beyond the computer.

18. Pupils' attainment in religious education is of a good standard and above what is expected in the agreed syllabus. Pupils in both key stages are building up a good understanding of what religious belief means. They have a good knowledge of aspects of Christianity and they are also developing their understanding of Islam and Judaism. Of particular note is the written work produced by pupils in the Year 1 and 2 class, in their own words.
19. Attainment is average in art, design and technology, geography and history. In art, work produced as a result of visiting specialists is of a high standard. No judgements on pupils' attainments in music or physical education were possible because of insufficient evidence.
20. Pupils with special educational needs are achieving well within their abilities. They make good progress and many reach an average standard by the time they leave the school.

### **Pupils' attitudes, values and personal development**

21. Pupils have good attitudes to the school and to their lessons. They enjoy learning and want to join in. This was evident in a music lesson for Years 1 and 2 when the pupils were keen and very eager to take part, clearly enjoying the lesson enormously. Pupils are attentive in lessons and concentrate well. Literacy and numeracy sessions provided good examples of sustained concentration.
22. Behaviour in lessons is consistently good. In addition to the school code of conduct, pupils have drawn up their own class rules and are mindful of them. Standards of behaviour as pupils move around the school, at break and at lunchtime are also good. Pupils are friendly and polite. They feel safe and secure with an absence of oppressive behaviour. Play is energetic, but good-natured and happy. A couple of pupils have had difficulty with behaviour. There were three fixed-term exclusions last year.
23. Relationships within the school are good. All groups of pupils mix easily and there is a friendly atmosphere in the school. Relations between pupils and members of staff are also good, which encourages active learning. Pupils co-operate particularly well when they work together in small groups. In lessons, pupils are considerate and listen when others talk to the class or present role-plays. This respect was clear in a Year 4 history lesson when pupils had to demonstrate modern reliance on the telephone in everyday life.
24. Attendance at the school is good. The rate of attendance for the last full academic year was above the national average. Authorised absence was better than the national average, though unauthorised absence was slightly higher than average.

### **HOW WELL ARE PUPILS TAUGHT?**

25. The quality of teaching in the school overall is good. It is at least satisfactory in all lessons, very good in 7 per cent of lessons and good in a further 50 per cent. This is an improvement since the last inspection, when teaching was satisfactory across the school.
26. Teaching for the under-fives is satisfactory overall. It is good in 17 per cent of lessons and satisfactory in the rest. At Key Stage 1, teaching is good. It was very good in 25 per cent of lessons, good in 63 per cent and satisfactory in the rest. At Key Stage 2, teaching is good overall. It was good in 57 per cent of lessons and satisfactory in the rest.
27. One of the most successful features of the teaching is the relationship between teachers and their pupils. Pupils are managed well and this contributes to a good classroom ethos in most lessons. There is a very relaxed atmosphere in the school, yet pupils are encouraged to take on increasing

responsibilities as they get older, which they do gladly. This atmosphere of mutual trust is an important factor in pupils' good learning. The change in the school's status has meant that the current Year 4 pupils have been at the top of the school for three years and will be so for another two. They are currently managed well by their teacher and have a good sense of maturity without being over self-confident.

28. Pupils are also enabled to learn well because they can see the relevance of what they are doing. Teachers link learning well at the start of most lessons with what has been taught before and also make use of other school events, such as assembly. Good examples of this were seen in a number of religious education lessons during the inspection week, when pupils' good understanding of the meaning to Christians of Lent was enhanced by reminding them of the effective assemblies in which they had taken part. Good use is made of homework in Key Stages 1 and 2.
29. Another important feature of the school's success is the good work which all staff have undertaken in the past 15 months on planning the curriculum. The school's transition to primary status has involved the planning of a Key Stage 2 curriculum, and the opportunity was taken to re-plan the whole curriculum. This has been done on a rolling programme of whole-school themes, to allow for mixed-age classes at different stages in the school from year to year. The new schemes of work concentrate on lesson objectives - a key issue in the last inspection report - in order for teachers to be able to focus on what they want pupils to learn in each unit. This necessitated a very careful breakdown of the National Curriculum in order to ensure that all its aspects are included in the programme of themes. This is not an easy task, but it was carried out well. Teachers now have at the heart of their lessons what they want pupils to learn, though this is not done as effectively in the Reception class.
30. An example of well-focused teaching was seen in a Year 1 art lesson. The teacher wanted the pupils to learn how to use a pencil for shading and the chosen task was to complete one half of a face, given a photograph of the other half. The children first looked at the faces around them, including the teacher's, noticing features such as lines or marks. They then practised producing dots, lines and hatching, using soft and hard pencils. The pupils themselves knew what they were to learn during the lesson, and the finished products were of good quality - some were shown in the "good work assembly" during the week.
31. Although lesson objectives are well used for classes as a whole, the expectations which stem from them of what higher attaining pupils can do are often not sufficiently high in mathematics and science. This was particularly clear from the mathematics and science work scrutinies, where pupils of all abilities were found to be given the same tasks in most lessons in all classes. Pupils of lower ability are generally given good support, but higher attaining pupils are not given enough challenge. This is corroborated by the large amount of work which is ticked in their books, with very few occasions when a point has to be re-explained or repeated. It is also corroborated by the results in National Curriculum tests.
32. The main reason why teachers' expectations of higher attaining pupils are not sufficiently high is to do with how they assess what pupils have learnt and what they do with this information. Day-to-day marking is generally thorough and of good quality, with many pointers for improvement. But systems for regularly assessing what pupils have learnt and how successfully they have achieved the lesson's objectives are only just being introduced in English, mathematics and science. This means that teachers have little information to feed into planning future learning for individuals or groups of pupils.
33. Teaching in the Foundation Stage (Reception class) is satisfactory. When the teacher is working with the whole class, she extends the children's vocabulary well. She gives clear instructions which enable the children to settle to work. Weaknesses in the teaching relate to lack of focus. Planning lacks clear learning objectives for many of the activities the children are asked to do. Class organisation does not ensure that children are active learners because the teacher is not sufficiently aware of what each group of pupils is doing; rather, she tends to give all her concentration only to the group with whom she is working.

34. In English, teaching is good at both key stages. This subject has been a priority for development over the last year and clearly focused lessons have brought about good improvements in pupils' reading and writing. The use of targets has been of value here and teachers take the opportunity to review them individually during guided reading and writing sessions. This encourages the pupils to see their importance and strive to achieve them.
35. The use of targets is not as effective in mathematics. In this subject, teaching across the school is satisfactory. Targets are set, but the structure of the numeracy hour is such that teachers find it difficult to set aside the time for reviewing targets on a regular basis. A factor here is that the time for mathematics is never more than one hour, whereas longer is available for English on most days. A strength of the teaching is the good relationships which produce the right atmosphere for hard work in all classes. The weakness is the provision for higher attaining pupils.
36. Good teaching in science enables all pupils to reach Level 2 by the end of Year 2. Good attention is given to investigative work but teachers' expectations of higher attaining pupils are not sufficiently demanding. In recording investigations, they are expected to perform at a higher level, and this is working satisfactorily. But in investigational work, they are not challenged sufficiently with questions such as "But would it be the same if ...?" The arrangement of groups based on mixed ability does not make it easy for the teacher to target such questions at appropriate children.
37. Teaching in information technology is satisfactory across the school. All teachers are conversant with the new equipment and have a good resource in the co-ordinator should they need advice. Insufficient use is made of the bank of machines in the library for the direct teaching of skills.
38. Religious education teaching is good across the school. Planning is undertaken following the good medium-term plans prepared by the co-ordinator. Good use is made of pupils' literacy skills in Key Stage 1, but Key Stage 2 work provides fewer opportunities for independent work.
39. Teaching in art is good overall. Lessons show clear development of skills in drawing. Good use is made of visiting specialists, as is shown by the millennium pottery display in the library.
40. Because the inspection lasted for only two and a half days, it was not possible to gather enough evidence to make judgements on the quality of teaching in design and technology, geography, history, music or physical education.
41. The teaching of pupils with special educational needs is good. The quality of their Individual Education Plans is good and there is effective liaison between teachers and support staff. Statemented pupils receive high quality support from their assigned support assistants and make good progress as a result.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

42. The school is working extremely hard writing a creative, theme-based curriculum for its expanding situation. The curriculum will be on a rolling programme as it is likely that classes will have mixed ages in varying arrangements for the foreseeable future. Great effort is being taken to ensure that the curriculum covers all the attainment targets in the National Curriculum programmes of study. Key skills as well as subject-specific knowledge and skills have been identified and the latest guidance from the Qualifications and Curriculum Authority is being incorporated into the schemes of work. At present the curriculum is only in place up to this term. The headteacher intends to give teachers time out of the classroom to prepare schemes of work for Years 5 and 6. The curriculum meets statutory requirements. Time allocated to various subjects is in line with the national recommendations and pupils in both key stages spend the recommended minimum time in school.
43. The personal, social, and health education curriculum is under-developed, but the school has

been accepted on the local education authority's "Healthy Schools" project, which commits the school to working on three modules a year. This project appears to provide a very good basis for a personal, social, health education curriculum. It includes drugs awareness, sex education and emotional well-being. Teachers, governors, pupils and parents will be involved in this project.

44. Provision for pupils with special educational needs is good. Class sizes are small and teachers know their pupils well. Arrangements have been made to teach literacy and numeracy in single aged classes and there is a generous allocation of trained teaching assistants to support the learning of pupils with special educational needs. Provision for the more able is weaker, as discussed elsewhere. The school takes care to be socially inclusive and all pupils have equal access to the curriculum.
45. The school offers a very good range of extra-curricular activities that enhance pupils' learning: running and country dancing, games, choir, recorder, art and craft. These activities are well attended. There are opportunities for pupils to learn to play the piano and the guitar and to have football coaching. The curriculum is enriched by visitors and visits, including a residential visit for the oldest pupils.
46. The school has implemented successfully the national strategies for literacy and numeracy. The standards in English, especially for the more able pupils, have improved considerably, but as yet this has not been seen in mathematics.
47. Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship are of a high quality and are attended by teachers and teaching assistants. Thus they are times when the whole school comes together to worship or reflect and celebrate its aims. The teaching in assemblies covers spiritual, moral and cultural development and makes a significant contribution to this whole area of development. Pupils are given time for reflection so that they can think how they can apply what they have heard to their own situation. The teaching of religious education is good at both key stages and this makes a positive contribution to pupils' spiritual and cultural development. The provision for spiritual development has improved since the last inspection.
48. Good provision for pupils' moral development has improved pupils' behaviour in classrooms and around the school. Teachers, governors, pupils and parents have been involved in producing a very good behaviour policy, which is consistently implemented by all the adults working in the school. All classes negotiate class rules and the school Code of Conduct is prominently displayed in all classrooms, hall and corridors. Rewards and certificates are awarded in the weekly achievement assembly. Circle time is beginning to be used effectively in some classes to help pupils understand the consequences of their actions. More training for teachers in this area has been highlighted in the school development plan. The school has maintained the good provision noted at the last inspection.
49. Provision for pupils' social development is good. Pupils are given frequent opportunities to work collaboratively and to share their ideas, reporting back the views of the group to the class. Pupils participate in assemblies but often do not speak loudly enough to be heard. Good relationships between teachers and pupils help to raise pupils' self-esteem and give them confidence to 'have a go' and to persevere when they encounter a difficulty. Pupils confidently seek help when it is required. Pupils are given appropriate opportunities to take responsibility - younger pupils give out equipment, put their things away tidily, take the register and act as class monitors. In addition, the oldest pupils help in assembly and look after younger pupils in the dining room and the playground. The school has maintained the good provision for social development since the last inspection.
50. Provision for cultural development is satisfactory. It is promoted through assemblies and work in English and religious education when pupils hear about myths and legends and study religious beliefs, customs and traditions. Art and music promote the children's own cultures as well as other cultures. The school has maintained the satisfactory provision noted at the last inspection.
51. The school has good links with the community it serves and has improved further the positive situation reported at the last inspection. There was considerable local support when the school



was threatened with closure. This support has continued as the school expands to a full primary school. The school uses the resources available locally very effectively; the school's themes draw extensively on the local environment, such as the Ash Ranges, and visitors talk about their experiences. Pupils themselves contribute to the community through their visits to a local day centre and in return gain from people's memories and stories. Pupils are encouraged to take part in local events and competitions, such as the designs for a local play area and do so with some success.

52. There are good links with the playgroup which uses one of the classrooms, such as some shared assemblies. Because of the change in status from infant to primary, pupils stay in the school as it expands; there are no pupils ready to transfer to secondary school yet.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

53. The school takes good care of its pupils, as was the case at the time of the last inspection. Teachers know the children in their classes well, and use this knowledge effectively in the way they look after them. Close and frequent contact with parents is an important part of this care. Attendance is recorded correctly and monitored efficiently. The school encourages parents to contact them promptly when children will be absent. When children are absent and the school has not been notified, they try to telephone parents before 10 a.m. to check.
54. The behaviour policy and code of conduct have recently been reviewed. The policy is simply written so that its requirements are clear to all. This clarity also ensures that the policy is implemented with consistency. The good standards of behaviour seen throughout the school demonstrate that it works well. Lots of rewards encourage good behaviour as well as hard work.
55. The procedures for child protection are effective, an improvement since the last inspection. The head is the designated member of staff. The school follows county procedures and gives guidance to all members of staff. Attending case conferences can be a problem since the school is given very little prior notice by social services. There are good procedures to ensure pupils' health and safety. The school caretaker makes an important contribution to these, not least through his lunchtime supervisory role.
56. The provision for the care, support and guidance of pupils with special educational needs is good and parents are fully involved. Pupils with special educational needs are well integrated into the school.
57. Assessment was the focus of a key issue in the last inspection report and one on which the school had made the least progress by the time of the change of status in September 1999. The new headteacher wisely decided that effective assessment procedures could not be developed until the planning of the curriculum had been re-organised.
58. The success of the work on the curriculum is reported above (paragraph 42). Also, the headteacher has introduced annual standardised testing for each year group in English and mathematics as part of the process of tracking individual pupils' progress, as described above in paragraphs 7-9. The school made a start on assessment procedures at the beginning of the current school year. This currently applies to English, mathematics and science and takes three forms.
59. First, teachers have recently begun to make a note on their weekly planning of pupils who have not achieved the objectives for a particular lesson and of those who have exceeded them. The intention is that these notes will form the basis of future planning for individual pupils, but it is too early to judge how effectively this is working.
60. Secondly, teachers are collecting a portfolio of evidence of each pupil's attainment. Every term, one piece of work in mathematics and science and two from English (one fiction writing and one non-fiction) are stored together with notes of the circumstances of the work and the level attained. Thirdly, teachers are assessing pupils' attainment in guided reading sessions on a regular basis.

61. These initiatives are a good start. However, as systems stand currently, they do not form an adequate basis for determining what individuals or groups of pupils need to learn next and this is a major factor in the lack of challenge offered to higher attaining pupils in mathematics and science. The school acknowledges this and sees the development of assessment as one of its priorities in its school development plan.
62. Monitoring of pupils' personal development is largely informal. While the school provides satisfactory support and advice for all pupils and is keen to reward achievement, as, for example in the weekly assembly devoted to this, procedures for recording and monitoring their personal progress are not yet well developed.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

63. Parents strongly support the work of the school and think highly of what it provides for their children. A large proportion, more than half, returned the questionnaire. Almost all of these consider that their children like the school, that they make good progress there, that behaviour in the school is good, that their children get the right amount of work to do at home, that the teaching is good, that they are well informed about progress and that they feel comfortable approaching the school with questions or problems. Parents think that the school expects hard work from children, that the school works closely with them, that it is well led and managed, that it helps children to become mature and responsible, and that the school provides an interesting range of activities outside lessons. These favourable views were also voiced at the parents' meeting. The inspection team agrees with parents' highly positive views of the school. The partnership with parents has been further strengthened since the last inspection.
64. The school actively seeks to establish a good partnership with parents and to involve them in the work of the school. Class teachers and the head are available to talk to parents informally at the beginning and end of the school day. Parents receive a good spread of information about the school. In addition to a clearly written prospectus, there are weekly newsletters which keep parents up to date. A special meeting was arranged for parents to explain the phonetics teaching programme 'Jolly Phonics' before it was introduced. Parents have been invited to watch the literacy hour, which they much appreciated. Parents also receive good information about the progress their children make. There are termly consultation evenings as well as a full annual report. Parents make a valuable contribution to the school. Some help in the school; for example, manning the book fair stand during the days of the inspection, and with productions. The Shawfield School Association successfully raises funds for various projects. Parents also help with reading, at home and at school.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

65. At the time of the last inspection, the school was an infant school only. In the years following the inspection, the school suffered falling rolls and was threatened with closure. Most teachers were on temporary contracts, pupils' behaviour declined and progress on the action plan from the last inspection was delayed.
66. The school, parents and community worked hard to prevent closure and a solution was found in changing the school to a primary school by adding a year group each September. The present headteacher was appointed in September 1999 at the time of this conversion. Parents at the pre-inspection meeting said how pleased they were with the transition and how sorry they were that their older children had had to move to other junior schools before 1999. Overall, the school has made good progress since the last inspection.
67. The headteacher has a clear knowledge and understanding of what is happening in the school and provides good leadership. She knows how to improve things and takes effective action. Her staff share her educational vision and work hard to ensure its success. This is reflected in the good quality teaching in Key Stages 1 and 2, the result of much hard work by all staff in setting careful

aims for each lesson. Raising standards is at the heart of the school's work.

68. The division of responsibilities between the headteacher and deputy headteacher has not yet been clarified. Subject co-ordinators know what is expected of them. They produce long-term planning for each subject, give useful advice and guidance to teachers, and draw up medium-term plans to ensure that pupils are taught an interesting and well balanced curriculum. Improving the arrangements for assessment is part of the current school development plan.
69. The governing body fulfils its statutory duties very well. Governors work very hard and meet frequently and regularly to discuss issues, to make decisions and consider strategies for the improvement of the school. They work very closely with the headteacher and are involved in deciding the priorities of the school development plan and in monitoring the outcomes of the various initiatives involved. Governors visit the school regularly and there is a clear focus to their visits; for example, to monitor the implementation of the National Literacy Strategy. They study the results of National Curriculum tests and are well aware of the areas of weakness in the school concerning assessment and the need to improve provision for higher attaining pupils.
70. The headteacher and governing body have established a very clear policy and structure for special educational needs. Support from external agencies is well managed and the element of the budget allocated to special educational needs is wisely used.
71. The quality of monitoring and evaluation of teaching and learning is good. There is a planned programme of classroom observations, linked to the priorities in the school's plans for improvement. The headteacher uses the information well to bring about improvement. For example, writing has been identified as an area for further development and effective strategies have been, and are being, implemented to deal with it. This programme of observations is effectively linked to the school's appraisal system, and is thorough and constructive in the support given to staff. The school's strategy for performance management is developing well.
72. The school budgets systematically for all expenditure. The headteacher and the governing body allocate major funding decisions according to the priorities outlined in the school's plan for improvement. Governors and staff are involved in determining these priorities. Teachers' salary costs represent a high percentage of the total budget. The decision to appoint an extra teacher was made when larger classes were predicted. However, the high mobility of pupils has led to smaller classes and comparatively generous staffing levels. **This in turn meant that governors were obliged to keep a larger fraction of the annual budget than is usual in reserve, to make provision for a claw-back of money by the local education authority in the current financial year.** (This is a separate issues. This in turn as if it carries on)
73. In so far as there is scope for governors to make decisions about how the rest of the budget is spent, they seek best value in the allocation of contracts without sacrificing quality. Specific funds, such as those for pupils with special educational needs, are administered well. Systems for the regular financial management of the school are good and day-to-day administration in the school office is efficient. The recommendations in the last auditor's report in 1999 were minor and have been addressed.
74. The school makes appropriate use of new technology. It is used well for administration and for teachers' planning. Overall, taking account of pupils' attainments, the good teaching and personal development of pupils and relatively high costs per pupil of the school, the school gives satisfactory value for money.
75. The teaching staff are a mixture of experienced and younger teachers. There is a good mentoring system for newly qualified teachers and effective induction procedures for new teachers and supply teachers. There is a high level of suitably qualified classroom support staff who work well with the teachers and are used effectively to support pupils' learning throughout the school. The caretaker is around the school most of the day and, as well as keeping the building clean and attending to minor repairs, is a good role model in the playground.
76. The accommodation is good. The classrooms are large and attractive and there are additional

areas for storage and group work. The new library is a very good resource, which is used effectively to enhance pupils' learning.

77. Resources are satisfactory for the school's present needs. They are well stored, clearly labelled and easily accessible. More will be needed in all curriculum areas to cater for the pupils in upper Key Stage 2.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

78. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

- \* † Raise overall standards in mathematics and science by:
  - identifying higher attaining pupils;
  - providing them with work matched to their level of prior attainment.(Paragraphs 31, 35-36, 98-100, 108)
  
- \* † Develop whole-school methods for assessing and recording pupils' attainment in all subjects so that this information can be used in planning what pupils need to learn next.  
(Paragraphs 32, 57-61)

*In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:*

- \* Establish a clear delineation of responsibilities between the headteacher and the deputy head.  
(Paragraphs 68)
  
- \* † Develop a whole-school policy for personal, social, and health education.  
(Paragraphs 43)

*† denotes an issue already highlighted as a priority in the school's development plan*

*(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	50	43	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR– Y4
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	11	12	11
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	92 (79)	92 (79)	92 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	13
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (92)	100 (96)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	66
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

## Teachers and classes

### Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	16.7
Average class size	23

### Education support staff: YR – Y4

Total number of education support staff	6
Total aggregate hours worked per week	113

*FTE means full-time equivalent.*

## Financial information

Financial year	1999/2000
	£
Total income	218,771
Total expenditure	199,370
Expenditure per pupil	2,770
Balance brought forward from previous year	-1,795
Balance carried forward to next year	17,606

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	47

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	0	0	2
My child is making good progress in school.	64	32	0	0	4
Behaviour in the school is good.	45	47	2	0	6
My child gets the right amount of work to do at home.	57	36	2	2	2
The teaching is good.	74	23	0	0	2
I am kept well informed about how my child is getting on.	53	32	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	66	21	4	4	4
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	60	28	4	4	4
The school is well led and managed.	68	28	4	0	0
The school is helping my child become mature and responsible.	62	36	2	0	0
The school provides an interesting range of activities outside lessons.	53	43	2	2	0





## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

79. Children's attainment on entry is broadly average and they are in line to meet the Early Learning Goals by the time they are five. An appropriate curriculum is in place, but it lacks excitement and is not producing keen, highly motivated learners.
80. Children start school at the beginning of the year in which they are five. There is a staggered entry programme over a fortnight to facilitate baseline assessment and to enable children to experience being part of a smaller group before they are part of the whole class.
81. Teaching is satisfactory, but there are weaknesses. When the teacher is working with the whole class - for example, during literacy - she extends the children's vocabulary well, as when talking about "rustling leaves". She gives clear instructions which enable the children to settle to work, as in numeracy, when children were sequencing numbers to twelve. However, planning lacks clear learning objectives for many of the activities offered to the children. Class organisation does not ensure children are active learners. For much of the time, they are just kept busy; the teacher is not sufficiently aware of what each group of pupils is learning, tending to give all her concentration only to the group with whom she is working. The teaching assistant and student give effective support, although sometimes the activities they are asked to supervise last too long.

#### **Personal, social and emotional development**

82. Personal, social and emotional development is promoted satisfactorily. The children confidently register themselves each morning by placing their name card on the next number. The children work well in small groups, as when playing percussion instruments. The high ratio of adults to children - one to eight on four days a week - gives good opportunities for pupils to develop satisfactory relationships. The teaching assistant and the student interact well with the children giving confidence and encouragement. The lack of challenge in some of the activities on offer does not encourage these young children to concentrate hard or take responsibility for their own learning. Teaching is satisfactory, enabling the children to reach the expected standard by the end of the year.

#### **Language, communication and literacy**

83. Children are achieving the standards expected in the Foundation Stage as a result of satisfactory teaching. They are encouraged to listen and talk about what they are doing. The pace of formal sessions is sometimes slow and children lose interest - for example, when looking at the big book, "Polar Bear, Polar Bear". Work is not always sufficiently well matched to prior learning; for example, approximately three-quarters of the class have good pencil control and can already write their own name, but spend time tracing it. They know that print carries meaning and is read from left to right, and from top to bottom, but do not yet use their knowledge of initial sounds to help them in their reading. They can predict what will happen, and re-tell stories they have heard previously. They can remember a rhyming phrase from the book, "Polar Bear, Polar Bear" and know the difference between questions and answers. They all engage in mark-making activities; many children could cope with more challenge.

#### **Mathematical development**

84. Children are presented with a variety of counting opportunities including songs and number rhymes and are beginning to be aware of the sequence of numbers to twelve. Most children can write numbers correctly. They use the terms *more* and *less* correctly. Children are achieving the Early Learning Goals as a result of satisfactory teaching and the high level of adult support. Children understand the concepts of *bigger* and *smaller*, *taller* and *shorter*, as demonstrated when they measured the trunks of trees in the school grounds. Children with special educational needs are well supported by the classroom assistant, who helps them to concentrate during class

sessions and gives effective support in group time. The pace of class sessions is sometimes slow, and some of the activities go on for too long.

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

85. The autumn term theme, "Trees", provided satisfactory learning opportunities for children to extend their knowledge of the world. Good use was made of the school grounds. Children looked at twigs, leaves and cones closely with magnifying glasses; they felt different leaves and smelled the growing daffodils and hyacinths. They used these natural materials to make models and were encouraged to use appropriate vocabulary to describe the models - for example, "prickly, spiky". Children listen to a tape recording of sounds and accurately identify and talk about the sounds they hear. They make shakers, in which they put various quantities of different materials and objects and listen carefully to identify the different sounds. Teaching is satisfactory and produces satisfactory learning, enabling the children to reach the expected standard by the end of the year.

### **Creative development**

86. Children are presented with frequent opportunities to sing together and play percussion instruments. The teacher sings their names, which most children echo accurately. They can clap the beat of their name and recognise other names from the beat. Children enjoy singing familiar songs and number rhymes. The range of activities on offer to promote creative development was limited and keeps children occupied rather than giving them opportunities to be active learners. These activities lack clear learning objectives and do not sufficiently take into account what children already know and can do. Little high quality play was seen in the role-play area (tree house). There were no props to extend the play neither did any of the adults intervene to raise its quality. Children have regular opportunities to cut, stick, draw and paint. Children are achieving the Early Learning Goals as results of satisfactory teaching and effective support from the teaching assistant.

### **Physical development**

87. Children in the Foundation Stage have frequent opportunities to use the outside safe-play area, although this was not seen during the inspection because of very cold, wet weather. Planning shows that, as the weather improves, a good range of activities will be provided in this area. During a physical education lesson in the hall, the children demonstrated that they could move with control and appropriate co-ordination. They move in different directions showing an awareness of space. They jump safely from a box onto a mat, balance along a form, climb up the wall bars and climb through a line of hoops. They are taught to get the apparatus out safely. The teacher has high expectations of behaviour for this lesson to which the children respond well. They listen carefully and work quietly. As a result of satisfactory teaching, children are reaching the expected standard.

## **ENGLISH**

88. By the age of seven, pupils' attainment is above average and is better than at the time of the last inspection. By the end of Year 4, standards are also above average. Test results at the age of seven in reading and writing have improved since 1998, when they were below average. The overall results achieved by seven year olds in 2000 were average in reading and above average in writing; when comparisons are made with similar schools, reading is also average and writing above. Recent innovations, such as improved planning and monitoring of teaching have resulted in better teaching and improving standards.
89. Pupils enter the school with speaking and listening, reading, and writing skills which are broadly typical of those found in most schools nationally. Their speaking and listening skills are developed well because teachers make demands on pupils to listen carefully to explanations and instructions. They develop pupils' vocabulary in Year 1 by focusing well on the use of interesting words, such as 'enormous' and 'gigantic' to describe the trees in their poems about the rainforests. In Year 2, they talk confidently in class about what they are doing and use words

such as 'fiction' and 'non-fiction' to describe the different texts they read. Year 3 pupils use linguistic terms effectively - for example, when talking about compound words, such as 'moonlight' and 'shellfish'. The oldest pupils understand the meaning and structure of words such as 'concentration' and 'preparation' and can use these in their writing.

90. Pupils achieve above average standards of reading by the end of Year 2 and by the time they leave school, they have a good grasp of letter sounds, mostly learnt from a singing and miming technique known as 'Jolly Phonics', which pupils are keen to demonstrate. Pupils in Year 2 understand that text is presented in different ways according to its purpose. Pupils read accurately and with reasonable fluency. They understand the relevance of speech marks and when reading aloud they adapt their voices accordingly. They express preferences about particular books and stories. By the time they reach Year 4, because of the expression teachers use in their reading to pupils, most pupils read with good effect, accuracy and fluency. Pupils justify their likes and dislikes of particular books. They develop their reading well in other subjects; for example, in history, when finding out about the Romans.
91. Writing standards are above average at the end of Year 2 and by the time pupils leave school and have improved since the last inspection. Pupils learn how to plan their writing section by section and because of this, they appreciate the importance of sequencing their stories and develop an understanding of paragraphing. They look up spellings in simple dictionaries to achieve accuracy in their work. Their use of punctuation is less consistent. By Year 4, pupils show a good use of language and make good use of words for effect in their stories. For example, the beginning of a story "In a dark, overgrown graveyard ..." encourages the reader to read on. They understand the importance of good presentation and consequently show well-presented, fluent and legible handwriting. They understand general spelling patterns and systems, which help them spell words with developing accuracy.
92. Teaching is good in Key Stages 1 and 2. There were no unsatisfactory lessons. Teachers have a good understanding of how to teach reading and writing. Good relationships with teachers and pupils encourage pupils to work productively. A sense of urgency is added to the work when teachers set time limits to the tasks. This gives the pupils a goal to aim for and they apply effort to their work. Teachers use support staff well to help the lower attaining pupils in particular and those with special educational needs. Additional literacy support is effective because the support assistants are clear about what they want pupils to achieve. Teachers mark work well and their comments help pupils in understanding what they must do to improve their work.
93. Management of English is good. The National Literacy Strategy has been effectively implemented and the literacy co-ordinator has a clear idea about what works and does not work through her monitoring and evaluation of lessons and pupils' work. Teachers are focusing on raising standards of writing further. This concentration has paid dividends with good writing across the curriculum seen during the inspection - for example, the good work in religious education in Years 1 and 2, mentioned below in paragraphs 137.
94. A good start has been made in developing systems to check how well pupils are learning and whether they are making enough progress. Pupils' work is examined on a regular basis and each pupil has individual targets set, to help them improve. There is a satisfactory range of suitable resources to meet the requirements of the National Literacy Strategy. The library was used effectively by small groups of pupils during the inspection. All pupils faithfully take home reading books to read at home with parents and this parental co-operation has been influential in the reading standards achieved by the school.

## **MATHEMATICS**

95. Pupils' attainment by the age of seven is in line with the national average. In the National Curriculum tests in 2000, results at Level 2 and above were broadly similar to the national average, although the percentage reaching the mid-point of Level 2 (2B) was below average. Results at the higher level (Level 3) were broadly similar to the national average. Using the average point score (where pupils' attainments at all levels are taken into account), overall results

were below the national average. Compared with schools of similar characteristics, the average point score results were also below average.

96. Pupils in Year 2 have a sound understanding of place value to at least 999. They split a two-digit number into tens and units and use this method with a number line to help them add up mentally. They are becoming familiar with the two, three, five and ten times-tables and use these facts when experimenting with division. Pupils recognise and name simple two- and three-dimensional shapes and they are beginning to understand reflectional symmetry. They use standard measures for length, weight and time and know how to plot a block graph, using paper methods and information technology. Numeracy skills are used in other subjects, as when calculating differences in measurement in science or collecting data for computer work.
97. By the age of nine, pupils' attainment is in line with the national average. Year 4 pupils build on their knowledge of place value to numbers with at least four digits. They know how to add ten or a hundred to whole numbers and experiment with multiples, prime numbers and odds and evens. They are beginning to develop the concept of a square number. They know how many centimetres and millimetres make a metre and many can express the smaller units as a decimal part of the larger.
98. The levels reached by higher attaining pupils across the school are not much different in the pupils' past work than that reached by other pupils. This is reflected in the percentages of pupils who reached the mid-point of Level 2 or higher in the 2000 National Curriculum tests, which was lower than the national average and well below the average for similar schools. This is because they are frequently given the same work as other pupils. Lower attaining pupils are generally given good support to achieve what is set for them, though there is evidence in the scrutiny of work that what is set for them is sometimes too hard. Higher attaining pupils are not challenged as frequently as they should be and are sometimes repeating what they can do already. Even in lessons where there is some difference in the tasks set, the change is often slight and does not represent a higher level of challenge.
99. This means that the quality of teaching is not as high as it is in other subjects. There was evidence during the inspection of good mathematics teaching at all levels of the school, but, overall, because of the lack of provision for higher attaining pupils, it is only satisfactory. The school employs a part-time teacher to enable mathematics to be taught in single year groups of small numbers. This is a good initiative, but it is not used as well as it might because all teachers do not use the opportunity of smaller groups to match their work appropriately to pupils' prior attainment.
100. Another factor in teachers' expectations is the use of assessment. Since the appointment of the new headteacher, the school has introduced standardised testing in each year group and is making good use of the results in setting targets for individuals and tracking their progress. But this is only on a once-a-year basis. Individual teachers have their own method of recording how pupils progress, but there is no consistent process for feeding such information into planning for individuals on a more frequent basis.
101. Nonetheless, there was no unsatisfactory teaching during the inspection. A strength of the teaching is teachers' good relationships with their pupils and the good classroom management, producing a positive ethos where pupils want to learn and work hard. The National Numeracy Strategy has been appropriately introduced and parents at the pre-inspection meeting commented on the good effect of the introduction of regular mental mathematics. Homework is well used to reinforce what is learnt in the classroom.
102. Since the last inspection, standards of attainment in Key Stage 1 have risen overall and at a rate above the national trend. There is some wide fluctuation within this trend, caused by pupil mobility and the size of the cohort, as discussed above (paragraph 5). The last inspection report was critical of teachers' planning and of the organisation of resources and these have been improved.
103. The subject is managed well by the headteacher. Although areas for development have been noted above, she has already taken the subject forward by the introduction of more thorough

planning, a modern mathematics scheme designed to be usable by all teachers, and the regular monitoring of planning, teaching and pupils' work. The introduction of tracking individuals' progress has been a good initiative. This has already led to an improvement in standards in the National Curriculum tests from 1999 to 2000. The school has also just bought a sophisticated computer package on which each pupil will spend 15 minutes each week. This is designed to reinforce pupils' learning at their individual levels, which it is able to assess, and provides detailed progress reports for teachers to use in tracking how well pupils learn.

## **SCIENCE**

104. Overall standards in science are in line with the national average by the time pupils are seven and nine. All pupils achieve Level 2 at the end of Key Stage 1, but fewer than average pupils achieve the higher level, Level 3. The profile of science within the school needs to be raised to improve the standards for the more able pupils. Literacy has received a strong focus over the last two years and results in English have improved as a result. The school development plan highlights science as the focus for 2001/2.
105. There has been significant improvement since the last inspection, when investigative science was seen to be weak. All teachers have received training in this area, but changes in staff have minimised the effectiveness of the training. However, investigative science is now firmly established in both key stages in all themes.
106. During the theme on "Changes", Year 2 pupils investigated how food changed when it was heated. They learnt that some changes are irreversible - for example, frying an egg - but that others, like heating an ice cube, are reversible. Year 3 pupils conducted an investigation to try to find out whether fluoride added to toothpaste protects teeth. The oldest pupils set up an investigation to see if acid rots teeth.
107. Pupils in all classes undertake work on healthy eating. Year 2 pupils look at a balanced meal and a healthy lunch-box; Year 3 pupils record their meals for a week and consider healthier options; Year 4 pupils consider a balanced diet, especially related to growth. Information technology is used appropriately by all classes to support pupils' learning in science. Year 2 pupils made a block graph showing the circumference of the trunks of trees in the school grounds. Year 3 pupils used a CD-ROM to research information about habitats while Year 4 pupils used keys effectively in a mini-beast investigation.
108. The quality of teaching is good overall. All lessons are planned in detail. Each activity within the lesson has clear learning objectives. The structure and organisation allows all pupils to participate in good learning opportunities. Teachers use good questioning techniques to extend pupils' learning, give clear explanations and demonstrations and use appropriate scientific vocabulary. Analysis of past work, and the lessons seen during the inspection, indicate that most pupils are making at least satisfactory progress, but that teachers' expectations of higher attaining pupils are not always appropriately high. Pupils with special educational needs are well supported by trained teaching assistants and this style of teaching makes a good contribution to their learning. All pupils enjoy investigative work and their good behaviour, interest, enthusiasm and the ability to work together make a significant contribution to the good learning.
109. The co-ordinator is aware that there are no effective assessment procedures for science and this is an area which must be addressed urgently if standards are to be raised further. There are satisfactory resources, which are in good condition and are easily accessible to support pupils' learning.

## **ART AND DESIGN**

110. The attainment of seven- and nine-year-olds is in line with that expected nationally. Pupils are presented with a rich curriculum, which enables them to acquire knowledge and develop skills as they progress through the school. Good use is made of visiting specialists, such as a potter, and the work the pupils produce as a result of such workshops is of a high standard.
111. The school has made good improvement in art since the last inspection which found that pupils were offered a limited range of art activities, that there was little direct teaching of art and that lessons did not have clear learning objectives. All these points have been addressed and these areas are now strengths.
112. Display shows that pupils build on their skills well. Younger pupils explore mixing paint to create a different colour. Older pupils develop their skills of colour mixing when painting camouflage pictures. Information technology is used well in art; for example, younger pupils create simple repeating patterns and older pupils produce wrapping paper using more complicated repeating patterns. The oldest pupils create a fruit bowl in the style of Seurat. Art is linked well to other curriculum areas; for example, Year 4 pupils make coil pots decorated in the style of the ancient Greeks and paint Greek vases using the wax-resist technique. The work of artists is used effectively to help pupils develop knowledge and understanding; for example, Year 2 pupils looked at paintings by Monet depicting different moods, and older pupils looked at the work of Cézanne. Pupils' good attitudes to learning, including a willingness to persevere when they are finding the task challenging, contribute significantly to the standards achieved.
113. Teaching is good overall. The three lessons seen showed clear development of skills in drawing. Younger pupils explore the use of hard and soft pencils by making a variety of marks before completing the second half of a face. Older pupils look at the work of David Hockney before sketching their peers in several different poses. Many of these sketches are of a high standard - some of the work of the oldest pupils was not so good, but many pupils in this class have joined the school and have not had the benefit of consistently good teaching over several years.
114. The co-ordinator leads the subject effectively by monitoring the new curriculum carefully and ensuring that there are sufficient resources available to support pupils' learning. There is no consistent system of assessment and recording pupils' attainment.

## **DESIGN AND TECHNOLOGY**

115. Standards of attainment are average by the time pupils reach the ages of seven and nine. This is an improvement since the last inspection. The issues raised then of improving the teaching of designing and broadening the resources have been addressed.
116. Little teaching was seen during the inspection which means that no judgement can be made on the quality of teaching across the school. An analysis of past work indicates that pupils are encouraged to design prior to making. This was evident when pupils in Key Stage 1 designed a new biscuit and older pupils designed a cereal box as part of a theme on Food. Following a visit by an author and subsequent workshop sessions, younger pupils designed and made pop-up pictures while older pupils worked on pop-up books. In both instances there was clear evidence of design before making.
117. Teachers maximise opportunities for pupils to be involved in exciting projects; for example, pupils in lower Key Stage 2 designed an adventure playground for a local park and their designs were displayed in the council offices. Younger pupils took part in a challenge set by a local business, when pupils were asked to design and make a structure to lift an egg off the floor and local engineers judged the results. The subject is satisfactory managed, though there is no system for assessing and recording pupils' attainment.

## **GEOGRAPHY**

118. The standards achieved by pupils in Year 2 and 4 are in line with the expectations for their age. Standards are similar to those at the time of the last inspection.
119. Pupils in Year 2 can plot the position of different kinds of tree on a map of the school grounds using simple keys. They locate different kinds of forest on a map of the British Isles. They understand how their own village has changed in their own life-time and report on the closure of shops, such as the bicycle shop. They put forward sensible reasons as to why this should be. Pupils in Year 4 build on these skills and have a good knowledge of the world's rain-forests and a basic understanding of the effects of their destruction. They have good ideas for improving the village and put forward designs of a new playground, which they passed on to the local council. These were on public display when the new playground was opened. They undertake a study of the island of St Lucia and successfully compare and contrast life in this island with their own country. They have a good grasp of why they pay more for bananas in this country than the people of St Lucia sell them for. They have a sound understanding of how places are linked to one another world-wide.
120. No lessons were seen during the inspection and so no judgement can be made about the quality of teaching. However, discussions with teachers, observations of their documentation and pupils' work show that the subject is taught appropriately. Resources are adequate and good use is made of the local environment - for example, studying woodlands as part of the theme on trees. The subject is well led by the joint co-ordinators who have provided guidance for teachers on what should be taught in each year group to make sure that pupils build on what they learned before. Monitoring and evaluation of the subject are satisfactory, though the school is aware of the need to develop assessment procedures, which at present are underdeveloped and used insufficiently to guide the planning of future work.

## **HISTORY**

121. During the inspection, only one history lesson was seen. Additional evidence was obtained from discussions with teachers and pupils and the analysis of pupils' completed work. Currently, the attainment of the oldest pupils at both key stages is in line with expectations for their age. Standards have been maintained since the last inspection.
122. By the time they are seven, pupils have gained a sound knowledge about the periods they have studied. They record differences between the Olympic Games in ancient Greece in contrast to those held in 2000 in Australia. They have a good knowledge of some of the stories of ancient Greece, such as the Trojan Horse. They understand aspects of the passing of time and effectively sequence the age of buildings. They begin to use appropriate historical vocabulary. Achievement in Year 4 is good within the themes studied; for example, pupils research the lives of famous people, such as Alexander Graham Bell, and effectively engage in role-play as to what life would be like without the telephone. Literacy and numeracy skills develop well in history. Pupils construct time lines and produce sustained writing, such as about the Trojan Horse.
123. It was not possible to see enough lessons in history to make a judgement about teaching. In one lesson seen, teaching was good. The teacher was knowledgeable about history, which gave depth to pupils' learning. The work was well planned with a varied range of activities designed to enthuse pupils and hold their attention. Pertinent questions were asked to establish the impact of the invention of the telephone. Pupils' experiences in history are much enhanced by visits, such as to the Victoria Halls Historical Trail and the Farnham Museum.
124. The subject is well led by the joint co-ordinators who have successfully built schemes of work listing the progressive skills which pupils need to learn. Monitoring and evaluation of the subject are satisfactory but arrangements to check how well pupils are learning and whether they making enough progress are not well developed.

## **INFORMATION TECHNOLOGY**

125. Pupils' attainment is in line with national expectations by the ages of seven and nine. This is

similar to the findings of the last inspection, although the quality of the equipment available to the pupils has increased considerably.

126. Year 2 pupils are becoming familiar with the layout of the keyboard and most are developing good mouse control. They know how to begin a program by double-clicking its icon on the screen and select the appropriate level. They use word-processing to present their work and are becoming familiar with simple editing skills. They know how to save and print their work. They learn to collect data in mathematics work, such as the types of noise made by animals, and they enter it into software. They know how to produce block graphs and understand what is shown. They have opportunities to control electronic toys such as the Roamer (a floor robot).
127. Year 4 pupils are currently extending their knowledge of how information technology is used beyond the computer. They are investigating the storage of sound in electronic keyboards and they research the instruments they hear on a website. Information technology makes a good contribution to other subjects across the school; for example, research on the Internet about musical instruments, data collection in science and word-processing in literacy.
128. The quality of teaching is satisfactory across the school. A strength of the teaching is all teachers' familiarity with up-to-date equipment and the Internet. Planning is thorough and all classes spend an appropriate amount of time in the subject each week. The school has a bank of four new machines in the library, but they are insufficiently used for teaching. Teachers teach skills to pupils in their classrooms using only two machines for a whole class, whereas the facilities in the library would lend themselves well to teaching half-classes at a time.
129. The subject is well managed by the co-ordinator. She has planned a thorough scheme of work, integrating national guidance into the school's themes. She ensures that teachers are able to teach this and have the necessary skills and resources. She has recently attended training on the use of assessment in the subject, which is one of her priorities for development.

## **MUSIC**

130. Too few lessons were observed during the inspection to make judgements about the standards of pupils' attainment or the quality of teaching.
131. Year 1 and 2 pupils were observed making musical instruments in a design and technology lesson, whilst other groups in the class were choosing instruments to represent the sounds made by pond-life. In a future lesson, they were to play them in groups to a graphical score which they were in the process of designing. The teaching in this lesson was good; it was well planned and fitted into the theme of "Sound" well. The link with design and technology was also an effective one. The pupils chose their instruments confidently and mostly co-operated well in groups.
132. Teachers plan for an appropriate time for the subject every week and give a suitable balance between the strands. The co-ordinator gives support to her colleagues as necessary and prepares the medium-term plans for the whole school. The scheme of work fits well into the school's cycle of themes. The policy for the subject is in the process of redrafting and does not yet contain any system of assessment.
133. Singing in assembly is confident, accurate and tuneful. A recorder group and choir, both supported well by girls and boys, are run weekly by the co-ordinator. Pupils may also pay for lessons on the piano and guitar. The school regularly participates in local musical events, strengthening the links with the community. These observations suggest that the school has at least maintained the sound standards reported in the last inspection. The amount of recorded music has been improved, including examples from different cultures.

## **PHYSICAL EDUCATION**

134. During the inspection only one physical education lesson was seen. As a result there is insufficient evidence to form a judgement about standards in the subject or the quality of teaching.



Scrutiny of curriculum plans and discussions with teachers show clearly that the requirements of the curriculum are met and that pupils experience a good range of physical education activities. The school has successfully maintained the profile of the subject since the last inspection. School records show that the majority of pupils are well on the way to achieving the national expectation in swimming at the age of eleven; almost a third achieving this standard in Year 3.

135. In the lesson seen in Year 3 pupils performed well in dance. They moved well to music in an imaginative way with control and co-ordination. They demonstrated good spatial awareness when changing from 'jogging' to 'shimmying'. The quality of teaching in this lesson was good; the activities were well structured and designed to improve pupils' skills. A particular strength of the teaching was the use of demonstration by pupils and the encouragement of critical discussion to increase the flow of ideas and raise standards of performance.
136. There is a good range of out-of-school activities including football and country dancing. Good use is made of professional coaches from Surrey County Cricket Club and Chelsea Football Club. The co-ordinator has good subject knowledge and leads the subject well. There are no arrangements for assessing and recording pupils' attainment.

## **RELIGIOUS EDUCATION**

137. Pupils' standards of attainment in religious education across the school are above what is expected in the agreed syllabus, an improvement on the findings of the last inspection. Of particular note is the good quality written work produced by pupils in the Year 1 and 2 class, in their own words.
138. Key Stage 1 pupils have learnt about Remembrance Sunday and understand what poppies symbolise. In a theme about food, they looked at the Christians' Communion service and the Jewish Passover meal. Their own writing shows that they appreciate that the foods used have a symbolic meaning. They write about what the name Allah means to Muslims and what it means to belong to a group, writing in their own words about communities they belong to. During the inspection, pupils were writing prayers to God on the subject of wanting to be better, on Ash Wednesday.
139. Key Stage 2 pupils show a good oral knowledge of what they have been studying, though the opportunities to write in their own words are not as frequent as those in Key Stage 1. The inspection took place at the start of the Christian season of Lent, and most pupils have a good understanding of how pancakes came to be eaten in England on Shrove Tuesday. They also read about how other nations in Europe celebrate the last day before the Christian fast. They show a good awareness of the significance of Easter and how Christ prepared for it, and how this fits in with the Church's teaching about Lent.
140. The quality of teaching is good at both key stages, and the opportunities for developing pupils' literacy skills in the Year 1 and 2 class suggest that much of the teaching in that class is very good. Planning is undertaken following the good medium-term plans prepared by the co-ordinator. Pupils are encouraged to take the beliefs of others seriously and their work shows that they treat them with respect.
141. The subject is satisfactorily managed. The co-ordinator gives support as appropriate to her colleagues, though she has had no opportunity to monitor teaching or the standards of work. There are no procedures for assessing and recording pupils' attainment.