

**INSPECTION REPORT**

**FLEET INFANT SCHOOL**

Velmead Road, Fleet  
Hampshire GU13 9LH

LEA area: Hampshire

Unique reference number: 116003

Headteacher: Mrs Lorraine Smith

Reporting inspector: Mrs Jill Moore  
4813

Dates of inspection: 19 June – 22 June 2000

Inspection number: 191817

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

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**INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Velmead Road Fleet Hampshire
Postcode:	GU13 9LH
Telephone number:	01252 613582
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ruth Woolfson
Date of previous inspection:	17 February 1997

**INFORMATION ABOUT THE INSPECTION TEAM**

Team members		Subject responsibilities	Aspect responsibilities
Jill Moore	Registered inspector	science	What sort of school is it?
		special educational needs	How high are standards?
			How well is the school led and managed?
			What should the school do to improve further?
James Nugent	Lay inspector		How well does the school work in partnership with parents?
			Pupils' attitudes, values and personal development
Jenny Drake	Team inspector	mathematics	
		design and technology	
		information technology	
		music	
		physical education	
Tony Pearce	Team inspector	history	How good are the curricular and other opportunities offered to pupils?
		geography	How well does the school care for its pupils?
		religious education	
		equal opportunities	
		English as an additional language	
Carolyn Poulter	Team inspector	English	How well are pupils taught?
		art	
		under-fives	

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

### **INFORMATION ABOUT THE SCHOOL**

Fleet Infant School is situated in the south east of Fleet and serves the north eastern area of the town and a rural area beyond. Much of the area is privately owned with a small percentage of housing association. The number of children coming from outside the catchment area has risen since the last inspection to about 25%. There is a higher-than-average turbulence, for example, in Year 2 in 1999, only about 60% of the children started in reception. Children's social and economic background is mostly favourable and the take up for free school meals is below the national average. There is a higher-than-average number of children for whom English is an additional language. The percentage of children with special educational needs (SEN) is above the national average and one child has a statement of SEN. Nearly two thirds of children with SEN come from outside the school catchment area.

Children's attainment when they join the school in reception is above average in literacy and broadly average in mathematics. The majority of children joining the school have attended a nursery or play group. At the time of the inspection there were 19 children under five.

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

This is a highly effective school with many outstanding features. The many strengths far outweigh the minor improvements that the school needs to consider in order to continue to develop. These strengths include the standards achieved by the age of seven in reading, writing and music, which are well above the national average, and in mathematics, science, history, design and technology and information technology (IT), which are above the national average. Teaching and learning are good. Children have positive attitudes, behave well and relationships are very good. The headteacher and governors provide excellent leadership and work together with the staff to continually improve the school. Compared with national averages, the school has a broadly average income and compared with similar schools, it provides very good value for money.

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

- The headteacher provides outstanding leadership.
- Standards are high, particularly in reading, writing and music.
- The teaching is good. It is very good or excellent in about a third of lessons.
- Children's attitudes, values, personal development and behaviour are very good.
- The excellent monitoring of children's performance, and the use of assessment and data to improve the effective curriculum and teaching.
- The very good provision for spiritual, moral, social and cultural development.
- The effectiveness of the governing body is outstanding and plays a key role in shaping the direction of the school.
- Educational priorities are supported through excellent financial planning that secures the school in providing very good value for money.

### What are the minor points for improvement

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as a basis for an action plan:

- Teachers' interpretation of the curriculum plan does not always provide for children working independently, taking responsibility and thinking for themselves.
- Teaching expertise in science and physical education is not as good as in other subjects.
- Some practices and procedures, such as planning and marking, although of high quality, together are becoming unmanageable for teachers.
- The management team does not have a balance of its operational and strategic function.
- Time is not always used effectively for children to use and apply their knowledge and understanding because of a high emphasis on written work in science and some other subjects.

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

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

The school has made very good progress in addressing in full all the key issues raised in the last inspection. This is a result of effective leadership and a clearly-focused school improvement plan. Standards in IT and design and technology are above national expectations. Planning is now in place to ensure children make progress in their knowledge, understanding and skills in these subjects. The school's monitoring and evaluation have played a significant role in improving standards. The teaching is good. Since the last inspection the amount of very good and outstanding teaching has nearly tripled and the amount of good teaching has increased significantly. There is a consistent approach to marking giving a clear indication of children's attainment. The lighting in the classrooms is now good.

### STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A	A*
Writing	A	A	A	A
Mathematics	A	B	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results in 1999 were well above the national figure in reading and writing and most were above average in mathematics. When compared with similar schools, reading and writing results are well above average and mathematics is above average. Trends in the school's results over the last three years are better than the national picture in reading and writing, and broadly the same in mathematics. The school has set challenging targets



for children of all abilities to continue to attain their very best. There is an indication in this year's test results that in mathematics these targets have been exceeded. In reading and writing they have been broadly met.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children are eager to come to school and enthusiastic about learning.
Behaviour, in and out of classrooms	Very good. Children behave well in class and around the school.
Personal development and relationships	Good. Relationships between staff and children are excellent. When offered the opportunity children can take the initiative and take personal responsibility.
Attendance	Very good.

Children's attitude to school is a strength. Children are clear about how they should behave and the impact they have on others. Although children are involved in the daily routines and willing to help each other, they are not provided with enough opportunities to plan and organise their own work.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Lessons seen overall	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.*

In both the reception and Key Stage 1 classes, the teaching in English and mathematics is good. Children's writing is particularly well taught. Across the school the teaching is good or better in 70% of lessons and half of these are very good or outstanding. There is no unsatisfactory teaching. The teaching of children of all abilities is equally good. Higher attainers therefore make good progress and children with SEN make very good progress.

The teaching of literacy and numeracy, the management of children and the quality of on-going assessments are particular strengths. Teachers' interpretation of the curriculum planning is sometimes over complex and does not consider the balance of different learning techniques. Although the teaching in these lessons is generally satisfactory, it limits children from working independently, taking responsibility and thinking for themselves.

**OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is adjusted to meet the needs of the children. The planned curriculum for teaching in literacy and numeracy is excellent.
Provision for pupils with special educational needs	Very good. Children make very good progress. They are well supported by a team of learning support assistants.
Provision for pupils with English as an additional language	Good. They are well supported by an effective programme that ensures children make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is excellent provision for children's moral development. Spiritual, social and cultural development is very good.
How well the school cares for its pupils	Excellent. The monitoring of children's academic performance and personal development is impressive. Procedures for assessing children's attainment and progress are exceptional and are used to guide curriculum planning.

The school's curriculum is adjusted from year to year to meet the needs of the children. Workshop sessions are effective for teaching literacy and numeracy by providing additional time for the differing abilities of children to be further challenged. The provision for extra-curricular activities is good and appropriately targeted for Year 2 children. The quality of the information provided to parents is impressive, particularly the parent reports. The contribution that parents make to their child's learning is very good. Parents take every opportunity offered to support the school and a high percentage of parents help in classrooms. Attendance at parents' meetings is high.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's leadership and management are outstanding. This is underpinned by her passion to enthuse children to always do their best. Monitoring and evaluation inform school improvement. The deputy headteacher plays a key role in school improvement and the day-to-day running of the school. Subject managers provide clear direction for their subjects. The role of the management team is less clear.
How well the governors fulfil their responsibilities	Excellent. Governors fulfil all their statutory responsibilities. There are robust practices and procedures in place for the governing body to evaluate the school's strengths and priorities for improvement. Governors with specific responsibilities fulfil their role effectively.
The school's evaluation of its performance	Excellent. The school uses data well to evaluate its performance against other schools and target school improvement effectively.
The strategic use of resources	Very good. Procedures for financial planning are rigorous and resources are used effectively.

The school's leadership and management are focused on ensuring all children attain their best. The headteacher's leadership is impressive and she leads by example in her total involvement in all aspects of the school. Governors play a key role in shaping the school and understand the school's strengths and limitations. The monitoring and evaluation of the teaching, children's progress and the curriculum are impressive. This, in conjunction with effective financial planning, has underpinned the school's success and provided the clarity for further school improvement. There is a shared commitment to improvement and the school has the capacity to succeed. The school applies effectively the best value principles and provides very good value for money.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy coming to school.</li> <li>• The progress of children is good.</li> <li>• Behaviour in the school is good.</li> <li>• The teaching is good.</li> <li>• Parents are kept well informed about their child's progress.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is helping children to become more mature and responsible.</li> <li>• The leadership in the school is good.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of interesting activities outside of lessons.</li> </ul>

The findings of this inspection confirm parents' positive views about the school. However, the inspection team found that the range of interesting activities for Year 2 children is very good and therefore do not agree with the parents' views of what should be improved.

## **PART B: COMMENTARY**

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

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

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

- 1 The attainment of children when they join the school indicates that they are above average, although there is a higher-than-average number of children with special educational needs (SEN). Baseline assessment shows that children's literacy skills are better than their mathematical or scientific skills. By the time they are five, the majority of children exceed the national standards outlined in the Desirable Learning Outcomes and are working on the National Curriculum programme. These high standards and good progress in reception are as a result of the good teaching where the expectations of the children are high. Children's attainment in language and literacy is well above average. Children are confident in speaking and listening. The majority can read at least simple sentences and write sentences using the correct spelling of common words. Attainment in mathematics is above average. Children are able to count up to 20, can spot number patterns and use mathematical language correctly.
- 2 Children's personal and social development are good. They are enthusiastic about learning and eager to come to school. They work well together and are tolerant of each other. They are willing to share books and equipment with others. They demonstrate good self-management skills but are not given enough opportunities to select their own activities.
- 3 The children are developing above the expected standard in their knowledge of the world. They use a range of different computer programmes to support their learning in different areas of the curriculum. Physical skills are very good. They have good control and co-ordination of their bodies when working on apparatus in the hall. They use tools, such as scissors and brushes, well and creative development is good. They sing with enthusiasm. They can use a range of media, such as paint, to record their observations of the family.

##### **Key Stage 1**

- 4 The 1999 results show that for seven-year-olds the school is attaining results well above the national average in reading and writing. They are also above the national average in mathematics. For those children reaching level 2, they are well above the national average in reading and writing and close to the national average in mathematics. The percentage of children reaching level 3 is well above the national average in mathematics and very high in reading. Since the last inspection, the school's results are improving at a quicker rate than the national picture in reading and writing, and similar to the national trend in mathematics. In writing and mathematics, girls and boys both attain equally well. In reading, girls attain better than boys. The school has identified this and has targeted boys' reading in the school improvement plan. There are indications from this year's results that there has been a significant improvement in boys' reading. When comparing the school's results with similar schools they show that in reading the school is performing exceptionally well. In writing, results are well above the norm and in mathematics they are above the norm. Through the setting of challenging targets there are indications that this year's results show the high standards have been maintained in reading and writing, and improved upon in mathematics.

- 5 The 1999 teacher assessment results in speaking and listening for seven-year-olds show children's performance is broadly in line with national averages for those children reaching level 2 and above the national average for those children reaching level 3. This year's results indicate standards are continuing to improve.
- 6 These results, coupled with the well-above-average levels of attainment in reading and writing and above average in mathematics, are the result of very good teaching in the basic skills which has a significant impact on the attainment of children across the curriculum. Writing, however, is occasionally used too extensively at the expense of children's development in speaking and listening in some other subjects, such as science and geography.
- 7 In science, teacher assessment in 1999 show the school's results are above average for those children reaching level 2 and well above the national average for those children reaching level 3. Since the previous inspection, results have remained at a secure level for both boys and girls. This year's results indicate the school's targets have been met and standards have been maintained.
- 8 The school sets challenging targets for the performance of children in reading, writing, spelling and mathematics and carefully monitors their progress from year to year. There are clear procedures in place to ensure these targets are met. This includes some creative grouping arrangements of children by ability for English and mathematics. There are clear principles and practices for securing and extending children's basic skills in Year 1 so that they can progress much quicker in Year 2. This is most effective for children with SEN and most of these children reach average attainment by the end of Year 2.
- 9 Observation in lessons indicates that by the age of seven, standards are very high in writing, and high in reading, speaking and listening, mathematics, history, religious education (RE), music, design and technology, and information technology (IT). Standards in science, art, geography and physical education (PE) are average.
- 10 There has been a significant improvement in standards since the last inspection. In reading, writing, speaking and listening, history and RE good levels of improvements have been made. In design and technology, and IT, which were identified as key issues for action in the previous inspection, improvements have been immense. In all other subjects, except PE, standards have been maintained. The decline in standards in PE is as a result of teachers not being able to spend sufficient time in developing their subject expertise. This is as a result of the high emphasis that has been placed on introducing and developing the literacy and numeracy strategies.
- 11 By the age of seven, most children are capable readers. They can read an extensive range of books with increasing fluency and accuracy. Children can write in a wide variety of forms. These include letters of complaint, humorous poems and diary accounts. They show good understanding of basic story structure and apply it well to their own writing. Speaking and listening skills are reasonably well developed. In mathematics, children can handle number accurately. They can use a range of strategies, such as doubling and adding on, to support their mental mathematics. In other aspects of mathematics, such as shape and space, they have appropriate understanding for their age. In science, children have a good knowledge of plants and can compare different materials and events. They are less secure in using their knowledge to explain their observations.

- 12 In all other subjects, children show knowledge and understanding that is at least average for their age. Their skill in using IT to support their learning, for example in history and science, is particularly impressive.
- 13 Children with English as an additional language make good progress because they are well provided for by an effective programme that supports their learning. Children with SEN make very good progress across the school. Their aptitudes and needs are accurately assessed and regularly reviewed. There are well-targeted flexible programmes focused on improving the basic skills and self-esteem. Teachers and learning support staff work together to ensure children are correctly supported and challenged. Lessons are well managed to provide opportunities for children with SEN to have the opportunity to work together and with other peers. This improves their confidence and enthusiasm to succeed.
- 14 The quickest progress is made by the higher attainers, particularly in writing where the headteacher takes the lead. They are provided with challenging work in a number of subjects, which provides them with further opportunities to use their writing talents. When they are given opportunities to express their ideas in class discussions and groups, progress is rapid.
- 15 Children's attainment in problem solving, investigation, enquiry, reasoning and research skills is broadly average and has been identified by the school as an area for improvement. This is a result of teachers not providing enough flexibility in the teaching methods to allow children to work independently and collaboratively on tasks that will use and apply their learning skills.

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

- 16 Children's attitudes to school, general behaviour and personal development have improved significantly since the last inspection and are strengths of the school. Almost all children arrive at school on time, and they settle quickly, ready to work. The rate of attendance is above the national average, while the rate of unauthorised absence is broadly in line with the national average. Almost all children are keen and eager to learn in lessons, and like school very much. They persevere in lessons and with tasks, displaying high levels of interest in their work. They are proud to show and discuss work with adults and among themselves.
- 17 The children's behaviour is very good, even in trying conditions, as evidenced in the very warm weather during the inspection week. Children are respectful of adults and have established excellent working relationships with peers. During an off-site visit to Farnham Museum as part of their study of the Victorian period, children's behaviour was excellent. This enabled them to become totally immersed in role-play as Victorian children, to become historical detectives in identifying household items and their usage during the period, and to gain the maximum benefit from the enrichment experience. They are very caring and supportive of one another, and tolerant of those who have difficulties. The school has been very effective in encouraging children to have well-rounded, tolerant and resilient personalities.
- 18 Children are given some opportunities to take responsibility soon after entering school. The characteristic of caring is well embedded in every aspect of school life, and children undertake responsibilities with this view. The staff is effective in promoting positive behavioural management, and the school's policy is well

understood and consistently applied. This school is a very well-structured and orderly community. This is having a significant impact in raising standards of achievement, and in preparing children well for transfer to junior school. More opportunities to enable children to exercise personal initiative and to be more responsible for parts of their learning, such as in researching information and in selecting resources, would improve standards further.

## HOW WELL ARE PUPILS TAUGHT?

- 19 The quality of teaching is good overall and is a strength of the school. It is good or better in 70% of lessons, and in about half of these it is very good or outstanding. There is no unsatisfactory teaching. There is no significant difference between the teaching for the reception and those children in Key Stage 1. This shows a significant improvement from the last inspection when teaching was satisfactory or better in 91% of lessons but was unsatisfactory in 9%. Several factors have made a strong contribution to this improvement. Excellent assessment practices have been implemented so that each child's progress can be tracked as they move through the school. Children's work and teaching is regularly monitored. The information provided from this is discussed and leads to targets for further improvement. Attention has been concentrated on improving strategies in English, mathematics and IT. The effectiveness of these measures is reflected in the high quality of teaching in writing, RE, design and technology and IT, the good teaching in mathematics, reading, speaking and listening, history and music and the satisfactory teaching in science, geography and PE.
- 20 The teaching of basic skills in literacy and numeracy lessons is very good. It has a significant impact on the very good progress children make. Teachers' planning is good and provides a consistent approach to lessons taught across the school. On occasions, it can be over-complex and restrict teachers' flair and creativeness in lessons. The national literacy and numeracy strategies are being very well implemented and are helping children to build successfully on their previous learning. Teachers have good subject knowledge and understanding of what they are teaching. The school has excellent procedures in place to ensure teaching continues to improve through monitoring and in-service training. Teachers have suitably high expectations of what children should achieve and plan challenging activities for children of all abilities.
- 21 Teachers make excellent use of the assessment procedures by keeping running records of what children can do. From these they are able to plan well-matched tasks in class and to identify the children who need additional support or extension. Support staff often make a valuable contribution to this by noting children's responses during whole-class sessions. Teachers mark children's work extremely thoroughly and provide both positive responses and comments to encourage them to improve their work. This practice is consistent throughout the school and is an improvement since the previous inspection.
- 22 Workshop sessions are provided weekly in English and mathematics. They include the headteacher as a member of the team targeting different ability groups of children in order to boost their learning. A specialist mathematics teacher provides workshop opportunities for children with SEN to gain confidence in solving number problems. At other times, children with SEN are very well taught and supported in class by teachers, learning support staff and the special needs co-ordinator (SENCO). The quality of teaching is very good when children are withdrawn for extra support. This is



a good improvement since the previous inspection. Children with EAL are well taught. This results in children making good progress towards their targets and is a significant factor in the number of children who meet the national expectations in English, mathematics and science at the age of seven.

- 23 There are strong features in almost all lessons, which create the very good working environment in the school. This contributes to the high achievements of children and their very positive attitudes to learning. For example, teachers manage children in an effective, pleasant and consistent way. This is based on the very good relationships and mutual respect between adults and children. Teachers expect children to work hard and have high expectations of standards in behaviour. Most teachers help children to achieve this by creating a purposeful atmosphere in lessons. As a result, children usually settle quickly and sensibly to their tasks and group work and they frequently show sustained levels of concentration. Teachers regularly use homework as an effective way to reinforce and extend the children's learning, through asking children to find things out or complete work at home. A limitation in the teaching that is satisfactory is sometimes the over-complex way the teachers interpret the curriculum planning. This can result in teachers talking for too long or over-organising the tasks, which provides less opportunity for children to work independently and think for themselves.
- 24 There are several features that distinguish the very good and excellent teaching from the satisfactory. For example, in an English lesson in Year 2, the teacher shared very clear, precise objectives for each part of the lesson with the children, so that they knew exactly what they should be learning at each stage. This was emphasised by the very effective use of individual writing targets and the way that children reviewed their own progress against these in a brisk final session. Some teachers make very good use of the final part of lessons to assess and reinforce children's learning and help them to understanding how this will be built on in the next lesson. For example, when children read out the questions they had written ready for interviewing staff at the Victorian museum they were due to visit the next day. Most teachers use very skilful, open questioning. Good examples include a Year 1 lesson based on the 'Ruined House', where the teacher helped children make links with previous learning by identifying key words and context clues in the story. The teacher used good subject knowledge and skilful questioning and explanation so that children knew precisely what they had to do.

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

- 25 The school provides its children with a broad and balanced range of very good learning opportunities. A particular strength is the way the school's curriculum is adjusted from year to year to meet the specific needs of the children. This is as a result of outstanding assessment procedures where baseline assessment and other data are used to provide information about children so that particular modifications can be made to the curriculum to meet children's needs. A very good example of this is in Year 1 where there is a large number of boys and the context for writing is changed to stimulate interest and improve motivation. The school successfully maintains a broad curriculum while giving appropriate time and emphasis to literacy and numeracy. The effectiveness of these strategies on children's learning in literacy and numeracy is excellent. Workshop sessions in both literacy and numeracy have a positive impact on children's confidence and learning. They provide additional time for children of differing abilities to be further challenged. The curriculum promotes the

personal, spiritual, moral, social and cultural development of its children very well and makes a significant contribution to their excellent behaviour and positive attitudes to learning. This helps to prepare them well for their next stage of education. The school has improved the multi-cultural education it provides for children since the last inspection, which is emphasised across different subjects.

- 26 The school fully meets the requirements of the National Curriculum and of the Locally Agreed Syllabus for RE. Sex education is taught according to the school policy and integrated with drugs awareness in a very good programme for personal and social education (PSE), which is fully embedded in the curriculum. Members of the local community make contributions to this programme. The curriculum is further enriched by a good variety of visitors and well-planned visits within the locality, including those to the local church, the Fleet Pond Nature Reserve and Farnham Museum. For the latter visits, the children and staff dressed in Victorian costume and participated in a Victorian lesson. The provision for extra-curricular activities is good and appropriately targeted for Year 2 children. These clubs include learning the recorder and country dancing.
- 27 Children with EAL are well supported by an effectively planned programme. This enables them to make good progress. The provision for children with SEN is good and they have full access to the curriculum. Very good Individual Education Plans (IEPs) are well structured with achievable targets. These are frequently monitored and updated, and information is shared with parents. This is an improvement since the last inspection. As a result, children with SEN make very good progress and many gained average levels in reading, writing and mathematics in 1999.
- 28 The spiritual development of the children continues to be effectively promoted across the curriculum, with frequent opportunities for reflection. This is a strength of the school. The school encourages children to evaluate their own lifestyles and performance from an early age, and this is evident in the excellent display work in Years 1 and 2. There are outstanding opportunities for reflective thought in activities such as 'hug a tree', in the study of plants and animals and in creative writing work. The use of external resources, such as a visiting author, enables children to reflect on the power beyond the visible, while the way in which the school community is engaged in everyday life promotes Christian values and belief. Additionally, experiences in music and in extra-curricular dance provide opportunities for children to develop appreciation, and this enhances the ways in which they react positively to the successes of others. The RE curriculum encourages children to compare religious ideologies and practices appropriate to their ages through the study of Christianity and Sikhism, and this enables them to discuss topics and to state their own thoughts freely.
- 29 Children understand right from wrong well and are used to modifying their behaviour according to community rules. From entry into school, children learn and apply the Golden Rules, and this has led to a very homogenous community. Children are also given the experience of negotiating and formulating their own class rules, which are displayed in every classroom. The school has strong policies, which are effectively and consistently implemented, and the adults in school provide good role models for the children. Expectations are shared and regularly reinforced, enabling children to react positively. Good conduct and moral features are celebrated. This is a particular strength of the school.

- 30 The children exhibit high levels of resilience and tolerance with healthy respect among children for their personal, cultural and religious differences. This has enabled children to cope readily with their learning and to work effectively within the school community. Children are very accepting of other children with difficulties and are caring in their approach to them. Teachers provide clear boundaries and act as role models for the children, who have particularly high regard for the learning support assistants and volunteers. The children also gain much from their community work, such as raising money for charities. They are given opportunities through external visitors to discover more about the extent of help provided by these organisations. Many opportunities are provided to enhance children's abilities at social interaction and self-discipline, such as the fitness trail, dancing, games and playground activities.
- 31 The use of cultural references and the opening up of cultural opportunities across the curriculum is very good and has much improved since the last inspection. Children have used the experiences of many visitors to broaden their view of the world. For example, in studying an author's work centred on the rainforest, children have extended their studies to include native communities in the area and to examine their traditions, costume, music and song. Their work in music and drama has also given them experiences of festivals, particularly in Africa and Asia, and they have used topical festivals to celebrate cultural traditions, for example Hawaiian and Chinese. Children have also looked at their own cultural traditions, most recently through work with the Victorian period, and they take the opportunity to evaluate differences in their lifestyles between then and now.
- 32 Overall, the provision for the children's spiritual, moral, social and cultural development is a strength of the school, and is a significant area of improvement since the last inspection.

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

- 33 The way in which the school cares for the children is excellent overall and a strength of the school. There are very clear procedures, which are well understood and implemented, and the way in which the staff applies these provides an excellent model in caring for the children. The monitoring of attendance is excellent and both children and parents clearly understand the school's expectations. The school's efforts in promoting very good behaviour and in eliminating oppressive behaviour have provided a very safe and secure environment for children. All children and visitors receive a generous welcome on entering the school, and in this way access is strictly controlled.
- 34 Some members of staff have been trained in first aid, and the school has provided a very good medical room where sick children can rest and where medicines can be stored in a locked cupboard. There are excellent procedures for administering medication for allergic reactions in the few children who can be affected, and there are very clear procedures and identification charts for each child. Procedures and documentation for off-site activities are excellent. The health and safety of children and adults is well considered throughout the school, both in the organisation of premises and in working practices, and teachers include an element of the assessment of risk in their planning. Fire protection is prominent throughout the school. There are very high standards of hygiene throughout the school, and children are encouraged to adopt good standards of personal hygiene.

- 35 The school provides excellent support and guidance for all its children and this impacts considerably on the good standards they achieve. The school continues to have very good procedures for ensuring the welfare of its children. All staff provide very caring support for children and they have a very good knowledge of their individual needs. All children are well known to the school and in this respect they take their leadership from a headteacher who knows the children very well indeed. Children can approach any staff if they have difficulties or concerns. The school is a welcoming and secure place. The emphasis the school places on monitoring children's personal and social development, as well as academic progress, ensures that the children become increasingly self-confident and knowledgeable about themselves.
- 36 The school has detailed policies to promote very good behaviour. They are based on positive encouragement and celebration of success. The children are clearly aware of the school's measures to promote good behaviour and respond well to them. The school has a procedure of 'talking it through' if any problems concerning behaviour arise. Individual plans, with targets, are provided for children who have problems with managing their own behaviour. The school's relationship with parents over behavioural concerns is very good. All teachers make very good use of praise to encourage a positive response from children to their schooling. The weekly Celebration Assemblies in year groups go a long way towards fostering positive self-esteem in the children. Badges and certificates are awarded at these assemblies.
- 37 The monitoring of children's academic performance and personal development is impressive. Procedures for assessing children's attainment and progress are exceptional and they are used very effectively to guide curriculum planning. The results of baseline assessments and on-going assessment are used very well to match learning experiences to the individual needs of each child.
- 38 Targets for improvement are set, reviewed and shared with the parents. These include personal and social development targets as well as academic attainment. The school uses a range of criteria to identify children with SEN as outlined in the school policy. Reading tests and on-going assessments in Key Stage 1 are used extremely well to identify children who are not making expected progress. Additional support is well targeted to underpin the good learning across the school. Information from the national tests is carefully analysed to identify trends and necessary adjustments to the curriculum to cater for particular cohorts of children coming through the school. Teachers are provided with opportunities to moderate children's work in order to increase the accuracy of the judgements in teacher assessments, for example, in science and writing.
- 39 There is a rigorous individual tracking system of children's attainment and progress in the core subjects of English and mathematics. It is used very effectively to set individual pupil targets, which are shared and reviewed with parents. This provides impressive support for the children's continuing high attainment.

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

- 40 There is no doubt that the parents and carers of children at this school are wholly committed to the education of their children and to the success of the school. They have a high level of respect for the school, and the headteacher is held in high esteem. While there is no formal association, such as a parent teacher association, parents have been very successful in organising fund-raising activities for educational

and charitable causes.

- 41 The prospectus is professionally produced in part and is an attractive publication, enabling information that changes regularly to be inserted in loose leaf format. The annual report to parents is well written and detailed, and includes interesting items, such as pen portraits of the parent governors. Both of these documents comply with statutory requirements and are well received by parents.
- 42 Parents receive regular information about curricular activities and social events, and they have two formal open evenings each year. Teachers are also very keen to speak with parents at the end of the school day, particularly when they impart news of successes or of additional support needed. Teachers and support assistants know the children well and have built up excellent working partnerships with parents and carers. As a result of these superb relationships, parents frequently volunteer to help in school, and they are well used to support learning. Parents are also very supportive of their children in the home, and this is particularly noticeable through reading record books, and in the way they enable children to arrive on time, well prepared for the school day.
- 43 The children's annual reports are full of detail, rich in statements about success and needs, and they comply with statutory requirements. The number and range of displays of children's work cover all aspects of the curriculum, and both parents and visitors can be in no doubt about current topics and the ways in which the children go about their learning activities.

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

- 44 The leadership provided by the headteacher is outstanding. This is underpinned by her passion to enthuse children to always do their best. With the support, commitment and trust of the governors and staff, the headteacher has significantly improved the school since the last inspection. All the key issues identified in the previous inspection report have been successfully tackled and completed. Standards in IT and design and technology are now above national expectations.
- 45 There are far more strengths in the school than reported in the previous inspection report. For example, the teaching, curriculum and assessment and children's attitude and behaviour. These have been achieved through the vision and drive of the headteacher who is well supported by the deputy headteacher, subject mangers, classroom assistants and non-teaching staff working as a team. They provide a working environment where staff and children are valued and there is a commitment to equal opportunities.
- 46 The headteacher sets very high expectations of herself and is actively involved in every aspect of the school. The monitoring and evaluation of the teaching and the work of the school is thorough, well documented and clarifies the targets for improvement for individual staff, subject development and year teams. With the detailed analysis of the school's data, the headteacher's systematic approach to evaluating the school's performance has led to an effectively constructed school improvement plan with clear strategies for action. The school's priorities for improvement and the qualitative targets for this year have been met or exceeded. For example in mathematics, the performance of the children in the test in 2000 exceeded the school targets and the target for improving the quality of good teaching in the school has been exceeded by 10% during this inspection.

- 47 The aims and values of the school are reflected in its work. There is a strong emphasis on enabling all children to enjoy learning and achieve their best. This is seen where children with SEN make very good progress because their needs are effectively identified and supported, and their self-esteem is high. As a result, many attain standards in reading and writing that are in line with or close to the national average by the time they leave the school. Higher attainers are equally well supported by providing increasing challenge through workshop sessions, for example in writing where standards are particularly high. An effective PSE programme and the very good provision for spiritual, social, moral and cultural development underpin the school's success. The effectiveness of this is seen in the children's very good attitude to school and behaviour.
- 48 The deputy headteacher compliments the headteacher's skills well and is fully involved in all decision making and development planning, as well as in the day-to-day running of the school. Subject managers understand their role in managing their subject. Clear action plans, which are integrated into the school development plan, guide their work and ensure that developments are undertaken effectively. The role of the management team is still evolving. It has a clear role in gathering and disseminating information, and organisational issues but is not yet established as part of the strategic development of the school. At present, the headteacher monitors and evaluates the vast majority of the school's work. This is as a result of the headteacher's concern about heavy workloads of teachers concerned through recent government initiatives, such as the national literacy and numeracy strategy and more recently IT. The success of the school in tackling all aspects of the work is as a result of the dedication and thoroughness from all staff in tasks, such as marking, assessment and planning. There is now a need to rationalise some aspects of these procedures to ensure a greater manageability for all staff.
- 49 The effectiveness of the governing body in fulfilling its responsibilities is impressive. Its effective practices and procedures, and its full participation in training opportunities, enable it to meet its statutory responsibilities. Governors work with the headteacher to shape the direction of the school. The regular monitoring of the school improvement plan provides the agenda for whole governing body and sub-committee meetings. They are conversant with recent education initiatives and are aware of the school targets and the implications for the school. The chair of governors and those with specific responsibilities understand the school's strengths and limitations. The governing body uses the county advisory services effectively to validate school improvements. It has clear procedures for visiting the school to collect first-hand evidence. Recently, governors have spent time in school gaining an insight into the development of children's reading. They are professional in their approach and regularly evaluate their practices and procedures. Minutes of meetings indicate time is used effectively and appropriate action is taken to support the school. Governors with particular responsibilities, such as SEN and literacy, are actively involved in developments. These governors have made a positive contribution in developing the school policy to ensure it supports the work of the school and is understood by parents.
- 50 The school's financial planning is very good. The governing body and the headteacher work together in prioritising the spending decisions. They are linked directly with the school's priorities for school improvement, staffing, resources for teaching and maintenance of the building. The school improvement spending is well matched to raising attainment, such in the improvement in boys' reading. The

governing body has robust procedures in place for ensuring the school gains value for money. For example, these include the headteacher reports to governors and evaluation of performance data. Governors have fully implemented the best value principles. Very good procedures are in place for resources and services. Governors compare carefully their performance with other schools and have established clear procedures for collecting information to assess the school's effectiveness.

- 51 Administrative systems are very good. They are unobtrusive, efficient and respond to needs. Very good financial controls are in place. Clear information is provided by the administrative officer to the headteacher and the chair of finance regarding expenditure and projected spending. Teaching costs are about the national average. Staff are well qualified and appropriately deployed. All work well as a team and are confident in their respective roles. For example, five staff have qualifications in their lead subject area. Provision for SEN is well managed and is proactive in meeting the needs of the children. The children are well supported by learning support assistants, who have been well trained to assist in ways which are most beneficial to a particular group of children. They are well deployed. Although there is a higher-than-average amount spent on educational support staff and administration, both have a very positive impact on children's attainment and progress. Learning resources are of good quality, are well cared for and effectively used. The school manages the accommodation effectively.
- 52 The school adds good value to children's attainment in reading, writing and mathematics. Children's attainment in the 1999 Year 2 tests is well above that of similar schools in reading and writing and above in mathematics. Observations in lessons indicate that the value added by the school will continue to improve. Teaching is good and staff are deployed effectively. Very good use is made of resources, including the library and IT, to extend children's learning. The accommodation is well managed. These factors in relation to the cost per child indicate that the school is providing very good value for money. This is an improvement since the last inspection and shows how the shared commitment to improvement and the capacity to succeed makes a significant contribution to the school's success

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

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as a basis for an action plan:

- Ensure that children have opportunities to work independently, take responsibility and think for themselves by improving teachers' interpretation of the curriculum plan.
- Improve teachers' subject expertise in science and physical education.
- Use the time allocated for subject teaching more effectively by reducing the quantity of children's written work in science and some other foundation subjects.
- Ensure that practices and procedures in the school, such as monitoring, assessment and planning together, do not become unmanageable for teachers.
- Secure a clear role for the management team in developing the strategic direction of the school as well as in day-to-day organisation.



**PART C: SCHOOL DATA AND INDICATORS****Summary of the sources of evidence for the inspection**

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	18

**Summary of teaching observed during the inspection**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	27	35	31	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	Y R – Y 2
Number of pupils on the school's roll (FTE for part-time pupils)	261
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	Y R – Y 2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	23

**Attendance****Authorised absence**

	%
School data	4.4
National comparative data	5.4

**Unauthorised absence**

	%
School data	0.4
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**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	46	50	96

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	44	42
	Girls	45	48	45
	Total	85	92	87
Percentage of pupils at NC level 2 or above	School	89 (93)	96 (96)	91 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	44	44
	Girls	48	48	47
	Total	90	92	91
Percentage of pupils at NC level 2 or above	School	94 (92)	96 (96)	95 (95)
	National	82 (81)	86 (85)	87 (86)

*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	1
Chinese	2
White	166
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	0	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: Y R – Y 2**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25
Average class size	29

**Education support staff: Y R – Y 2**

Total number of education support staff	12
Total aggregate hours worked per week	199

**Financial information**

Financial year	1998/1999
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	£
Total income	459659
Total expenditure	467857
Expenditure per pupil	1793
Balance brought forward from previous year	31389
Balance carried forward to next year	23191

**Results of the survey of parents and carers****Questionnaire return rate**

Number of questionnaires sent out	238
Number of questionnaires returned	140

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	71	28	1	0	1
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	36	53	11	0	0
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	56	37	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	1	1	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	61	36	2	1	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	76	23	1	0	0
The school provides an interesting range of activities outside lessons.	24	34	17	6	20

**Other issues raised by parents**

The meeting for parents held prior to the inspection strongly confirms that parents are very happy with the work of the school. Particular strengths identified by the parents included attitudes and values that the school promotes, standards in the school and the partnership with parents. These strengths and those from the parents' questionnaires are confirmed by the inspection team.

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

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

- 53 At the time of the inspection, 19 of the 89 children taught in the three reception classes, were under five years old. Prior to starting school, the majority of children have been to a nursery or playgroup. There is increasingly good liaison with the pre-school groups who are regularly invited to attend school events. The induction programme is good and ensures the children make a smooth entry to school. There are excellent links established with parents. A large number work in classes regularly and help with a range of activities, such as literacy and numeracy group work, art and craft, cooking and in the library. Parents support their children at home through hearing them read. In order to address issues raised by parents in response to a recent questionnaire the school effectively added to the information it provides for new parents of children starting school.
- 54 Baseline assessments show the children's attainment on entry is above the county average in literacy skills and is average in mathematics. Children under five generally exceed the national standards outlined in the Desirable Learning Outcomes and are working confidently on the Programmes of Study in the National Curriculum by the end of the reception year. In physical development and literacy, most children achieve well above the standards expected. The planned curriculum for the under-fives offers a very good range of learning opportunities that effectively cover all the areas of learning. The school has already revised its curriculum documents in line with the Early Learning Goals which are due to be introduced from September 2000. Girls and boys achieve equally well as each other. Higher-attaining children achieve above average and those with special educational needs (SEN) make very good progress in their learning. The progress made by children with English as an additional language (EAL) is good.
- 55 In personal and social development most children make good progress and, by the age of five, achieve above the expected standards. This finding is similar to that of the previous inspection. Children are eager to come to school and are enthusiastic about learning. They are co-operative and willingly share their books and equipment with others. They demonstrate growing independence in self-management, for example when dressing and undressing for physical education (PE) and when registering whether they want a school lunch or milk to drink. However, there are too few opportunities for the children to select their own activities. The children are very well behaved in class and at other times, listen to the teacher and follow instructions. The majority of children are articulate and confident and are able to express their feelings when given the opportunity. They are developing an understanding of what is right, what is wrong and why, particularly when playing games. Relationships are always very good. The standards achieved are a reflection of the good quality of teaching in this area of learning.
- 56 In language and literacy, the majority of children achieve well above the standards expected. This is an improvement from the last inspection. Children show great interest in books and stories and join in enthusiastically with whole-class readings of texts, such as 'The Owl and the Pussy Cat' poem. The children read a variety of books, including fiction and non-fiction, as well as graded readers. They know their favourite books and are quick to make their selections during their library session. The café and travel agents' role-play areas provide children with good opportunities

to develop their own ideas and practice their growing vocabulary. Only a limited amount of time is allocated for this activity in the timetable. During whole-class literacy lessons, children usually listen well to adults and to each other. Some become restless when they are expected to listen to their teacher for too long or are not involved enough in the question and answer sessions. Basic skills are taught very well. The majority of children form their letters correctly and can write simple sentences using the correct spelling of common words. They know the names of the letters of the alphabet and the sounds they make and many use their knowledge of phonics to spell more complex words. They ably demonstrate different forms of writing in their letters about 'Mr Gumpy's Outing' and information recorded about mini-beasts. The quality of teaching in reading and writing is very good, which is the reason why such high standards are achieved by the majority of children. The quality of teaching in speaking and listening is good.

- 57 In mathematics, the majority of children achieve above the standards expected for children under five. This finding is the same as the last inspection and is the result of good teaching. The teaching of the basic-number skills is particularly high. Children are able to count and recite numbers in order up to 20 and beyond. In the mental mathematics session at the beginning of numeracy lessons, the children are quick to spot number patterns and count on, or back, numbers in their head. The children are suitably challenged in their tasks, for example, when learning to add the value of different coins together. Although there is a range of recorded and practical tasks included in the mathematics curriculum, the current emphasis on recorded work limits the time available for children to apply their knowledge and solve simple practical problems. They are capable of using the correct vocabulary and can explain how they got their answers.
- 58 In the area of knowledge and understanding of the world, children achieve above the expected standards and the quality of teaching is good. This was also the finding in the last inspection report. Children talk knowledgeably about where they live and the local environment. They recognise features of living things with enthusiastic interest as part of their mini-beasts topic. In their topic on families they are given good opportunities to consider past and present events in their own lives. Children are curious about what happens when different objects are placed in water. They use the correct vocabulary to compare and contrast objects, such as heavy or light, big or small. They are able to predict whether an object will float or sink and are good at recording their findings. When making a model of Mr Gumpy's boat, they show good building and manipulative skills. All children make good progress when using information technology (IT). They can use the mouse and keyboard with confidence and can 'drag' and 'drop' pictures. Children use speaking books to reinforce their reading skills. More opportunities for children to explore, investigate and have fun through generating their own ideas would further improve this area of learning.
- 59 In the area of physical development, the children achieve standards that are well above those expected for children under five. The quality of teaching is very good. This is an improvement since the last inspection. Children move confidently and imaginatively with good control and co-ordination when working on apparatus in the hall. They show very good awareness of space and others when using the climbing apparatus both inside and out. They can use a range of equipment skillfully, such as wheeled toys, balls, bats, ropes and hoops. Tools, such as pencils, scissors, brushes and rolling pins, are handled with increasing levels of control. The small space available in classrooms for the storage of these tools often restricts the children's accessibility when selecting their own equipment.

- 60 In the area of creative development, children achieve standards that are above those expected and the quality of teaching is good. Children make good progress. This finding is the same as the last inspection. Children sing with enthusiasm and are capable of playing long and short sounds on percussion instruments, as directed by their teacher. They can accurately identify instruments on tape and have an excellent understanding of contrasting dynamics. Children make sound observations and use a variety of media, such as paint and pastel, to record their families and self-portraits. Three-dimensional materials, such as clay and papier maché, provide children with good opportunities to explore form, texture and shape. Use of the role-play areas, which are set up as a café, a travel agents and the owl and pussy cat's boat, enable the children to use their imagination. To improve this area of learning further, more time needs to be given to less directed activities.
- 61 The quality of provision and the teaching of children under five are good. The lessons observed show the quality of teaching varies between sound and excellent, with about one out of three lessons being very good. Teachers and learning support assistants work very well as a team. They have a good knowledge and understanding of how young children learn and make effective use of personnel and resources. The quality and use of teachers' on-going assessments are a particular strength and provide excellent, comprehensive and up-to-date information about children's progress. These assessments are effectively used by the teachers when planning the next stage in a child's programme. Teachers have high expectations of what the children can do. They are very good at planning, organising the children and teaching the basic skills. Where the teaching is sound, activities are too directed and provide children with too little time to make their own choices. Parents are kept well informed about the children's progress and are actively involved in their children's learning. The literacy and numeracy strategies are being very effectively used to improve the standards achieved by the children. Effective monitoring procedures are in place to ensure the aims of the school are met and targets in the action plan for the early years are achieved.

## ENGLISH

- 62 Results from the 1999 national tests, for pupils at the age of seven, show that attainment in reading and writing is well above the national average. The proportion of children reaching higher levels is very high in reading and well above average in writing. When compared with similar schools, children's attainment in reading is very high and in writing it is well above average. Test results over the last four years show that in reading and writing the performance of boys and girls is well above average. Evidence from lesson observations, the work of the current Year 2 children and this year's test results, show that children's attainment continues to rise and is well above the expected levels. These high standards have been maintained since the previous inspection. Factors that have made a positive contribution to the maintenance of the standards are: the effective use of assessment practices; the careful identification of children who need additional support or extension; the introduction of an excellent system for tracking and setting targets for all children and the increasing impact of the outstandingly well-planned literacy strategy.
- 63 Standards in language and literacy when the children first start school are generally above average, although an increasing number have speech and language difficulties. Children in the reception year broaden and consolidate their knowledge and basic skills in language and literacy and the majority exceed the expected

standards for their age. Children make very good progress overall as they move through Key Stage 1 and the majority achieve well above average. Good teaching and the very good behaviour, concentration and positive attitudes that children have towards their work make a significant contribution to this. Children with SEN make very good progress as a result of very good provision and very effective teaching and support. Higher-attaining children also make very good progress because teachers have high expectations and set them challenging work. Children with EAL make good progress and many achieve above the average.

- 64 The 1999 teacher assessment results in speaking and listening for seven-year-olds, show children's performance is broadly in line with national averages for those children reaching level 2 and above the national average for these children reaching level 3. This year's results indicate standards are continuously improving. Observations of lessons show standards in speaking and listening are above average. When given the opportunity, children engage in conversation with adults confidently. They listen carefully to the teacher and to each other. Some children begin to build on each other's ideas, as in a Year 2 class when children were discussing rhyming words in a humorous poem. In general, children's speaking skills are not as well developed as their listening skills. Many add detail only when prompted. Some children can speak clearly in front of large and small groups, using complex sentences and interesting vocabulary. All children show confidence in speaking and answering questions in class, secure in the knowledge that their ideas will be valued by their teachers and their peers. There are too few opportunities in the planned curriculum for the children to develop and extend their speaking skills. Sometimes teachers talk for too long and expect children to listen without involving them enough; at these times children become restless.
- 65 Standards in reading, at the age of seven, are well above the expected levels. Children of all abilities make very good progress through the school. Those experiencing particular difficulties or not making the expected progress are identified through the comprehensive tracking system early on in the reception classes. They are given additional, carefully targeted individual, group or workshop support. The benefits of this are reflected in the very high proportion of children in Year 2 who reach above the expected levels. By the age of seven, children read an extensive range of books with increasing fluency and accuracy. They are encouraged to take books home to read and most are well supported by their parents, who often comment in the home/school link book. The majority of children use an effective number of ways to tackle unfamiliar words and show a very good understanding of what they are reading by substituting sensible words for those they do not know. A very strong feature is the expressive way in which many children read, making use of punctuation and contextual cues. Teachers make good use of guided reading sessions to deepen children's understanding of plot and characters of stories, as well as helping children to apply the basic phonics and other reading skills they are taught. Guided reading books are very well organised to ensure increasing challenge for all children and appropriately demanding books are available for higher-attaining children.
- 66 Good use is made of the attractive open-plan library to promote children's interest and enjoyment in books, as well as to teach them library skills. All children borrow books on a regular basis. Even the younger children show discrimination in selecting their books and know how to locate both fiction and non-fiction books by making use of the classification system. They are supported in this very well by parents who staff the library at set times during the week. The parents help children to select their



books and to scan them out on the micro-librarian IT system. An evaluation of the system has shown which books are the most popular and where more are needed. A book trail for Year 2 children last year was another way in which the school promotes the importance of books. All of these factors combine to make a significant impact on children's progress and attainment in reading, as well as contributing to the positive attitude boys and girls of all abilities show towards books.

- 67 Standards in writing are well above the national expectations for children at the age of seven. The very good progress made by children of all abilities is very evident from looking at children's work since the beginning of this school year. By the age of seven, children convey their ideas in a wide variety of forms of writing. These include letters of complaint, humorous poems, favourite book reviews, historical stories and diary accounts. This range of writing for different audiences is an improvement from the last inspection. Good use is made of opportunities in some subjects, such as history and geography, for children to practise and extend these skills. For example, descriptive writing about Guy Fawkes and the gunpowder plot. The majority of children begin to vary and extend their sentences by adding appropriate detail and descriptive words. They use capital letters and full stops correctly. Their spelling of common words is usually accurate. Higher-attaining children begin to use more complex structures and interesting vocabulary, such as 'twister', 'lather' and 'the fright made him tremble like a leaf'. Children show a very good understanding of basic story structure and apply this appropriately to their own writing. When redrafting their work, they sometimes add detail as well as improving the accuracy of their spelling and punctuation. Their handwriting is well formed, legible, usually joined and well presented. In the weekly workshop sessions there are further challenges through paired activities, sometimes using drama or the focused use of IT. There is an emphasis on sustaining the writing process over a period of time.
- 68 The quality of teaching is good overall. It is good or very good in two-thirds of lessons and very good in half of them. This is a significant improvement from the last inspection, where the overall quality was satisfactory and some teaching was unsatisfactory. A number of features distinguish the very good teaching from that which is satisfactory. Several of these were exemplified very well in a Year 2 lesson, where children were working on an Aesop's fable. Very well-planned, precise objectives for each part of the lesson were shared very effectively by the teacher with the children, so that they knew exactly what they should be learning and improving. In the introductory session, the teacher used very good strategies and skilful questioning to encourage children to listen and build on the ideas of others when discussing the moral message. She intervened well and injected humour to initiate different lines of thinking and to stimulate the children's interest. The lesson was tightly structured and timed, so that children knew how much they had to achieve within each section of it. The children were well motivated and familiar with the challenging expectations and all children settled to their writing tasks immediately and worked with sustained concentration.
- 69 The majority of lessons make good use of IT to improve the children's skills in all the elements of English. Teachers make good use of a variety of different software programs which the children were seen to enjoy and learn from. There is a comprehensive marking system in place that all teachers use consistently. Teachers mark work thoroughly and provide children with both positive encouragement as well as comments about how the work could be improved. This is an improvement since the last inspection. Teachers are very aware of children's strengths and weaknesses, through use of a consistent pattern of regular assessments and testing. They make

excellent use of this information to adjust their plans and provide additional support where required or more challenging work for children who are not being fully extended. Teachers make good use of effective classroom assistants to make observational notes about individual responses during whole-class sessions. In the lessons that are satisfactory, the pace is slower because teachers tend to talk for too long and children have less time to complete their tasks. There are also times when teachers do not use a sufficiently varied range of teaching methods to ensure the children are motivated and stimulated into wanting to learn more.

- 70 The subject manager works in close partnership with the headteacher to provide good leadership for the development of this important subject. They both have an understanding about the future direction of English. The subject manager has a considerable depth of knowledge that is shared with colleagues through in-service training. The majority of the monitoring of the standards and teaching across the school is carried out by the headteacher. Feedback from monitoring, and the analysis of test results, have been used successfully to target teaching and to improve the standards achieved by the school. There are comprehensive documents to help staff to plan their lessons. The policy, scheme of work, literacy plans, subject targets and action plan are very well thought out and reflect the needs of the school. The library manager works in close co-operation with the English manager and has put in place a good set of guidelines for the development of the children's library skills. Resources to support the subject are very good.

## **MATHEMATICS**

- 71 By the time they are seven, the standards achieved by children are above average. In the 1999 tests for seven-year-olds, standards were above the national average. While there are no significant differences between the attainment of boys and girls, the school is appropriately targeting individual children with a view to improving their attainment within level 2. Over the last three years, standards have been maintained in line with the national picture. Compared with similar schools, standards in mathematics are above average. Teacher assessments indicate that within the school, using and applying mathematics, although above the national average, is below the standards achieved in the other attainment targets. As part of its school improvement plan, the school has already decided to address this issue in line with the problem-solving element required for curriculum 2000. Work seen during the inspection confirms the results of the national tests and shows that standards are above average and that children make good progress in their learning. Good standards and progress have been maintained since the last inspection. Challenging targets were set for the current year and the results indicate they have been exceeded.
- 72 The quality of teaching and learning is good. Lessons are well planned and have clear objectives for learning, which are frequently shared with the children. The work is well differentiated and is well matched to the children's abilities. There is a laudable lack of reliance on repetitive worksheets, which means that the work is well focused and children well motivated. Teachers have high expectations of children's learning and the level of challenge is good. Consequently, higher and lower-attaining children, including those with SEN, make very good progress in their learning across the school. Key vocabulary is constantly reinforced by the teachers and, as a result, children can explain their work using mathematical conversation and terminology. The teaching of the basic skills of numeracy is very good and children have a good facility with number. Learning support assistants are well managed and they make a very

effective contribution to the standards children achieve. The good pace set by the teachers in lessons results in children making good progress. Children's work is carefully and neatly set out in their workbooks. Marking is good with encouraging comments written on the children's work, and shows accurate assessment. Good use is made of practical resources where appropriate. The very tight structure and direction of lessons results in children having few opportunities to work independently. In lessons, teachers are flexible in their ability grouping of children and ask children if they prefer to undertake easier or more difficult tasks, an extremely good practice to promote their self-knowledge and self-esteem.

- 73 The national numeracy strategy has been adopted by the school and has been very successfully implemented. Careful consideration is given to ensuring that children of all abilities are involved in the oral and mental work through targeted questioning. The use of resources, such as number cards, add interest as well as reinforcing understanding of hundreds, tens and units. Various mental strategies are explored to assist the children to acquire a good range of flexible methods of calculation, such as using doubling to aid addition. The main session is well planned. Often children are told how long they have to undertake their task and that some will be asked to explain their work in the plenary session. This gives the children a good idea of what is expected of them. In the plenary session, teachers give children of all levels of ability the opportunity to explain, for example, why a given decimal number is incorrect. The numeracy workshops provide more opportunities for children to develop different strategies for calculating number problems.
- 74 Children's attitudes towards their learning are very good. Behaviour is often exemplary. There is a very good working and purposeful atmosphere in lessons. Children work together very productively. They quickly take their turn on the computer and can talk to adults about what they are doing. Very good relationships exist with all the adults in the lesson, including the large number of voluntary official visitors. Concentration and perseverance are maintained even on an exceptionally hot day. Children are sufficiently interested and confident to ask questions of the teacher if they are unsure about a matter, if, for example, they need to clarify the tens in a three-digit number.
- 75 The subject is managed extremely effectively. There are very detailed, meticulous planning documents in place. Assessment procedures are very good. Extremely careful analysis is made of the different forms of assessment to identify school targets and to inform curriculum planning. The use of IT in mathematics has improved since the previous inspection and is now well integrated into the planning. For example, children in Year 1 are competent to handle data about their favourite ice creams and can interpret their bar charts. The subject manager is well aware of the strengths and areas for development within the subject and has made effective contributions to the school improvement plan. This has been achieved through a thorough and very systematic programme of whole-school monitoring.

## SCIENCE

- 76 The attainment of seven-year-olds in teacher assessment in 1999 is above the national average for those children reaching national expectations and well above the national average for those exceeding the national expectations. This is broadly the same as the previous inspection. When compared to similar schools, the children attain the same pattern of results to those above. The county added value analysis in 1999 showed the school to be broadly in line with the county figures with higher

attainers performing better. The examination of children's work in Year 2 and the observation of lessons supports the teacher assessment information where children's performance is higher in the physical processes than in life and living processes. For example, children's science books show that the majority of them can make comparisons between different circuits and the higher attainers are starting to explain about how circuits work with different numbers of bulbs and cells. In their work on different habitats, both middle and higher attainers could compare the different animals and plants found in different places but few could provide an explanation.

- 77 In lessons, children's attainment is broadly in line with what is expected for children of their age. In Year 1, they know the conditions for plants to grow and could plan an investigation to prove how the amount of sunlight affects plant growth. The structure of the task and the recording of the children's plan by adults supported the learning of children with SEN. However, other children are limited by the high emphasis on recording their plan rather than practically exploring their ideas. In Year 2, the focus for the learning has progressed so that children can consider the idea of germination. Most children are starting to reason out whether the same conditions are needed for plant growth and seed germination. Higher attainers can plan a test to find out the most important condition for germination. Other children found it more difficult because of the high proportion of teacher input, which resulted in limited time for children to talk and reason through their ideas. As a result, the overall pace of children's learning in science is satisfactory.
- 78 Children's response to science is good. They participate well in whole-class discussions offering a good level of ideas for testing. Behaviour is generally good but there are times after spending too long listening to the teacher when children's attention is distracted. When provided with the opportunity, children co-operate with each other, work well in groups and are willing to discuss their ideas with adults. They support each other when recording information and using the computer to determine the life cycle of a plant. They can follow instructions and are willing to ask questions when they are unclear about what to do.
- 79 Teaching is satisfactory with some examples of good teaching. This is not as high as it was in the last inspection. Teachers manage the children and resources well. They have a good subject knowledge. This is used effectively during whole class questioning techniques, such as when exploring the difference between germination and growth. New ideas are well explained. Teaching methods are often too narrow, which limits children's ability to work independently, problem solve and use their knowledge to explain their observations. The high emphasis on literacy and numeracy in the last two years has limited the development of science teaching in the school. Although the time allocated for science has remained the same, the impact has been to reduce the proportion of children's explorations, investigational and experimentation work by placing a greater emphasis on writing in science. The limitations in the teaching of science have already been identified as a result of the headteacher's and science manager's monitoring. The school improvement plan sets out clearly the development of scientific enquiry, problem solving and the strengthening of the teachers' range of methods.
- 80 The science manager has a clear vision for science. The curriculum is under review to ensure there is better progression in the key scientific ideas, particularly life and living processes, and scientific enquiry. The school has started to introduce the Qualifications and Curriculum Authority scheme of work. Some good modifications have already been made that include the clarification of the expectations for children

of differing ability. The teachers' interpretation of the scheme of work can be over-complex and contributes to a number of lessons being too structured. This contributes to restricting children's progress to satisfactory. Teachers' marking is impressive and linked directly to the National Curriculum level descriptions.

## ART

- 81 Only a small number of art lessons were seen during the week of the inspection. Judgements are made following scrutiny of the policy, scheme and subject manager's action plan, analysis of the portfolio and displays of work, and discussions with children and staff. By the age of seven, children achieve standards that are slightly above national expectations and they make reasonable progress. These findings show that the standards are close to those reported in the previous inspection. This is due to high emphasis placed on developing literacy, numeracy and the key issues from the previous inspection. Developments already introduced by this subject manager indicate that standards in this subject have the capacity to improve further in the near future.
- 82 Children in Year 1 have recorded from first-hand observation and drawn pencil pictures of the school. They have used their imagination to create landscapes and gardens in crayon and paper collage pictures. In lessons, children are taught important skills and techniques when handling clay for making tiles. In Year 2, children build on their observational skills when they pay close attention to the shape and line of Victorian artefacts when drawing. They have good opportunities to work in three-dimensional form when designing and making puppets using paper and paste and fabric, as part of their design and technology work. There are sound opportunities for children to use IT as part of their artwork, when using programmes, such as Easel, Splosh and My World. Children have had a good opportunity to observe an artist at work first hand and have created paintings in the same style.
- 83 The quality of teaching in art lessons is good. Teachers have good subject knowledge and skill. They emphasise the correct technique and use good questioning and discussion to check children's use. Teachers are effective demonstrators to illustrate what they mean when children find difficulties. Teaching is at its best when teachers expect the children to evaluate their work and allow enough time in lessons for children to experiment and think for themselves.
- 84 The subject manager has a good overview of the subject and has revised the curriculum to ensure that it meets the requirement of the National Curriculum 2000. There is a good scheme of work in place and systematic coverage of the Programmes of Study ensures that children experience a well-balanced and relevant art curriculum. Assessment statements in place provide a good indication of the children's achievement. The recently developed school portfolio of work will provide teachers with the additional guidance they need, when it is complete, to ensure children of all abilities achieve as much as they can. The proposal to introduce sketchbooks will also help teachers to assess children's progress. The action plan is very good and provides a clear direction for the future development of the subject. The school's resources for art are good; recent spending has had a beneficial effect. The storage of resources in classrooms is limited and this prevents children from selecting their own resources for artwork.

## DESIGN AND TECHNOLOGY

- 85 By the age of seven, children's standards in design and technology are above the national expectation and children make good progress throughout the school. This is a very significant improvement from the last inspection where children's attainment was below that expected for their age. The majority of children can effectively model their design of a hand puppet based on a story character. They can draw their puppet and label it to show which materials they have chosen to finish the product. Children of all abilities can explain the order of work needed to carry out the task. Children can make a template or use a template given to them to cut out the basic shape of the puppet with good precision. Overall, the skills of cutting, sticking and sewing are good. The making of the puppets is linked closely to their designs. Higher-attaining children make swifter progress through the designing and making processes than others, but all are progressing at a good rate. Younger children's work on display indicates their finished products of wheeled vehicles are well above average. The accompanying sheets, completed by the children, show that they are well able to decide on a variety of materials to make the wheeled vehicle. They are also able to identify correctly what steps are needed using accurate sketches and can suggest how to improve the product. A good variety of materials were used, including washers to retain wheels, demonstrating strong assembly skills. These Year 1 children are also exceeding the expectation for their age.
- 86 Only one lesson in design and technology was observed during the inspection. However, that, combined with the evidence of a good range of children's work on display, indicates that the teaching and learning are very good. The teachers have very high expectations of the children's standards of work and consequently all children make very good progress in their designing skills, for example, in selecting, manipulating and assembling materials for collages of different areas of the school. Very detailed lesson planning ensures that there is an effective level of challenge for all children resulting in good standards of work.
- 87 Children's very good attitudes towards their work are exemplified in the display of work as well as in the lesson observed. They are interested in their work and they take great care in their handling and assembling of materials. The various stages of the designing and making processes are completed meticulously. The children use their imagination to apply simple finishing techniques to good effect.
- 88 The subject is managed extremely effectively. All of the shortcomings outlined in the previous report have been very successfully addressed. As a result, all children now have access to extremely well-structured and progressive learning experiences, appropriately resourced, throughout the school.

## GEOGRAPHY

- 89 Evidence from previous work in well-organised workbooks, displays, a portfolio of prior work, visits, subject documentation and discussions with children and staff indicate that the majority of children make satisfactory progress and broadly meet the national expectation by the end of the key stage. Children with SEN and EAL make good progress. These standards of attainment are in line with those described in the previous inspection report. The children are very positive in their attitude towards the subject.

- 90 No actual teaching of geography was observed during the inspection week but the evidence from subject planning and the outcomes from previous teaching seen in children's workbooks and displays indicate the quality of teaching is satisfactory. By the end of Year 2, children have developed a good sense of place through an extended use of the school grounds and fieldwork in the local area, including a more intensive visit to the Fleet Pond Nature Reserve. The children follow routes, making various records, including digital camera photographs, of the physical and human features about which they can describe similarities and differences. They are well able to identify and record the routes they take on these visits on large-scale maps. Books are used well to stimulate discussion about other places, such as 'Katie Morag and the two grandmothers', and through these learning experiences the children can make comparisons about distant localities. They are given opportunities to plan and draw sketch maps of the land use and other features in imaginary gardens. The children also systematically record weather patterns using symbols and number. The major area for development of the learning in the subject is the use of enquiry framework and the investigative approach to shape their thinking.
- 91 The subject leader has several other responsibilities and is relatively new to the subject, but manages the subject well. She is enthusiastic about geography and has a clear view of its continuing development, taking on board recent advice from a Local Education Authority (LEA) inspector. The curriculum is broad and balanced covering the Programme of Study effectively. The planning provides continuity and progression, building on children's prior learning. It makes considerable use of the books, which lead topics to extend children's writing and oracy in the subject. Consequently, the children's use of geographical vocabulary is good by the end of the key stage. The sensory work in the school grounds and other places makes a significant contribution to the children's personal, spiritual, moral, social and cultural development. Subject expectation statements have now been written in order to track children's progress and attainment.

## HISTORY

- 92 Three lessons were observed during the inspection week, and a history-based visit to Farnham Museum was accompanied by one of the inspection team. Evidence from these, scrutiny of subject documentation, displays, previous work in well-organised workbooks and a portfolio of prior work indicate that children are making good progress through the key stage. This is particularly evident in Year 2. The majority of children are clearly achieving the national expectation by the end of the key stage. The good progress being made includes those with SEN and EAL. These standards of attainment are better than those described in the previous inspection report.
- 93 Within the key stage, the children are provided with several opportunities to learn fundamental historical skills, such as sequencing images to construct and understand time lines. They are developing a good sense of chronology. They are able to use different sources to acquire a sense of the past. They handle and interpret artefacts in order to learn about every day life in the past. The children in Year 2 dressed up in Victorian costume for a day visit to Farnham Museum where they were helped to identify changes over the last hundred years in school life. The children learn about famous historical figures, such as Grace Darling, Guy Fawkes and Florence Nightingale.
- 94 The quality of teaching is good. The lessons are well planned around a very clear focus. The actual learning is strongly managed through effective open questioning.

Lessons are well consolidated at the end to ensure that children have learnt the key ideas planned for the lesson. The children respond very well to the subject and, by the end of Year 2, are very enthusiastic about events in the past. The skilful use of source material, including objects and visits, captures the children's interest well and consequently they are keen to offer ideas and thoughts on the subject matter. For example, in Year 2, children can use their ideas from discussions to write creatively about Florence Nightingale. The staff make good use of opportunities in history for children to broaden the range of their literacy skills. The children know precisely what they are asked to do in lessons and sustain good levels of concentration and work productively.

- 95 The subject leader manages the subject very well. She is enthusiastic, has a clear vision for the developments in the subject and on LEA inspector advice, has already begun to update and broaden resources to meet the needs of curriculum 2000. The curriculum planning provides detailed guidance for staff to ensure continuity and progression. The subject links well with other areas of the curriculum to enhance the breadth of the children's learning. The subject clearly contributes well to their personal, social, moral and cultural development. In order to track more precisely individual children's progress and attainment, subject statements about expectations have been provided and there are plans to relate more closely pieces of work to the National Curriculum levels.

## **INFORMATION TECHNOLOGY**

- 96 The school has made significant improvement in the standards children achieve and the quality of provision in information technology (IT) since the previous inspection. By the age of seven, standards in IT exceed national expectation. The children are extremely confident in their use of computers, showing a good understanding and application of the mouse. They know their way around a screen and use tool bars and icons very effectively. Children can use a good range of software with confidence. For example, they can import pictures from Colour Magic into Talking First, move the picture about the screen, save the picture, change its size and mix text and picture. Children are able to demonstrate how IT can be used effectively in the wider world. For example, in the library, using Microlibrarian, children were observed scanning a book barcode and their individual library card to borrow a book. Children can successfully create a complete route for a car using First Logo. In their everyday life at school, children take turns to control the overhead projector and the cassette player in school assemblies and independently use cassette players in the classroom, so extending their understanding of the use of IT. Although no control work was observed, there is evidence in display of children giving a series of complicated instructions to control the movement of a device in a Roamer program. Children's standards in modelling are less well advanced because of limitations with the hardware.
- 97 The quality of teaching and learning in IT is very good. Since the previous inspection, the teachers' confidence and knowledge and understanding in IT have improved to a consistently good level across the school. This has promoted the good standards achieved by the children and eradicated the inconsistency in children's progress. Learning objectives in the teachers' planning are very clear and the teachers check that the children know exactly what they are trying to achieve in whole-class sessions. Teachers carefully rehearse with children what they might find difficult so that as far as possible success is ensured. Consequently, children learn at a good pace. Questioning is used very effectively to establish what children understand. In lessons



where children are using the computer independently, the teacher organises the rotation of children at the computer in a very orderly manner. Children know precisely what their task is and, where necessary, the teacher intervenes to assist their learning. Their learning is organised and planned well to ensure progression in children's skills and understanding.

- 98 Children's attitudes towards their work in IT are exceptionally good and their behaviour exemplary. They listen to each other and share ideas about the work. When required to do so, they can be relied upon to work independently. They work well together in pairs, frequently assisting each other, using a good level of technical language. The children are extremely willing to explain their work. In their tasks they use their initiative to successfully carry out their intentions.
- 99 The subject is managed extremely effectively. A very useful checklist of children's skills in IT has been devised and this is used consistently by teachers throughout the school, which supports progression in learning. A great deal of thought has been given to finding software to support children's learning in other subjects at the appropriate level for the different age groups. This has resulted in a rich range of programs for children linked, for example to English, mathematics, science and art, effectively supporting their learning about the subject as well as their application and understanding of IT. For example, children can create three-dimensional shapes using drag and drop to manipulate blocks and make a bar graph to explore information about favourite ice creams. All the issues raised in the previous inspection have been successfully addressed. As a result, all children now have access to extremely well-structured and progressive learning experiences, very well resourced, throughout the school.

## MUSIC

- 100 Only one music lesson with the older children was observed. However, singing in the singing assembly, a video of music and dance, one session of the recorder club and children's response to rhythm and phrasing in music in the country dance club were observed. By the age of seven, the standards achieved by the children are well above the national expectations. High standards have been maintained since the previous inspection. There are good standards of singing. Children can sing songs with calypso rhythms and very effectively keep to the rhythm. They sing the Wiggly Waggly Worm song with verve and very good expression. In a lesson, children are able to sing a round which is well above the national expectation. Children control their breathing well and have good pitch. In their country dancing, children listen carefully to the music, can move accurately to the pulse and, to a large extent, anticipate the phrasing. In their class composition based on a story, The Tigress, children demonstrated a good ability to make class music with groups and individuals taking on different roles. Thus one child reads the story with expression and another takes on the role of the conductor effectively directing the vocal and instrumental groups. These groups perform with confidence, good control and expression in response to the different feelings in the story. Children listen well to others' performance in the class composition and they appraise their work and give good suggestions for improvement using appropriate musical vocabulary.
- 101 The quality of teaching and learning is good. Lessons are well planned with a good coverage of attainment targets in each lesson. Children use a good range of musical vocabulary including that related to standard notation in the recorder clubs. A good variety of musical activities are chosen to meet the objectives of the lessons, which

motivate and interest the children. Children make good progress in their learning across the school. In Year 1, children begin a simpler version of class performance using the Caterpillar Crunch song, taking on roles of rhythm, percussionists and vocalists. They also learn about drones and are well able to hold a note to accompany a song. In both of these learning activities, children exceed the expectation for their age. The expectations of children's learning are very high. Children respond well intellectually and creatively. Children with SEN make very good progress in their learning. Children work with good interest and concentration. The teachers give the children plenty of time to be practically involved, playing the instruments, for example, which strongly engages their interest. Over time, a little more practice of technique would further improve the good standards of playing. Teacher's knowledge and understanding has improved since the previous inspection and is now secure.

- 102 Children's attitudes towards the subject are very good. Children take very good care of the percussion instruments and are very eager to play them. They listen very well to each other's performances so that the sequence of group playing is successful. Children collaborate very well in their groups to very effectively produce sounds of good quality. Concentration is generally very good. Relationships between the children are good supporting their co-operation in groups. Similarly, when working with other adults present as well as the teacher, the good relationships enable groups to make good progress. Behaviour is very good in these highly active practical music lessons.
- 103 The subject is managed extremely effectively. The good points identified in the previous inspection have been maintained. The scheme of work has continued to be developed particularly in cultural ideas for practical music lessons and the extension of materials to support teachers' planning of lessons. The arrangements for the employment of a specialist music teacher who works with different classes throughout the year adds further value to the already good provision for children's learning in music.

## **PHYSICAL EDUCATION**

- 104 By the age of seven, children's standards in physical education (PE) meet the national expectation and the quality of teaching is predominantly sound. The high standards and quality of teaching have not been maintained since the previous inspection. Certain conditions, such as the extremely hot weather, worked against the children showing their skills and understanding fully.
- 105 In their lessons, the children are able to undertake warm-up sessions at a pace appropriate for the hot conditions. Children can satisfactorily perform games' skills of sending and receiving a ball with varying degrees of accuracy using their hands and bats. In their gymnastic activities, the children on the apparatus demonstrate well-controlled movements and some difficult balances can be held. Their linking of the movements and the balances are less secure. Children are articulate and have good observational skills. As a result, they are able to make perceptive evaluations of their work, for example, how to use their hand to make sure the ball travels in the required direction.
- 106 The quality of teaching and learning is sound throughout the school and occasionally good. All teachers adhere to a good lesson structure that includes a warm up, which is purposeful but also good fun. Younger children understand that the warm up is

important and can say that it helps the muscles to work better. The main part of the lesson focuses soundly on key elements of children's skills, knowledge and understanding in the activity. It is at this point that some shortcomings in the teachers' subject knowledge appear, particularly in dance. Teachers provide good evaluative work that helps children reflect on their learning at the end of each session and they ensure children are provided with appropriate cooling-down activities. The children generally make sound progress in their learning. They work hard to improve their performance skills, and when they think for themselves, progress is good. Children's involvement in planning their work is less satisfactory. Since the previous inspection, there has been improvement in warm ups in lessons. There is now a complete scheme of work in place. Resources have now reached a good level of provision and quality. Outdoor facilities remain limited, but staff adjust planning and organisation and use the facilities to good effect. Although there is some imbalance in children's progress in the three elements of PE, children's performance skills and evaluation are now secure in all lessons.

- 107 Very good attention is given to all safety matters including the exceptionally hot weather conditions. All children wear appropriate kit and adults are dressed for the activities. There are high expectations of good behaviour and children respond well to this. There is good, rich curriculum coverage which is well enhanced by a well-attended country dancing club and a games club. The subject is extremely well managed. There is the capacity within the school to make quick progress to regain its former high standards and quality of teaching.

## RELIGIOUS EDUCATION

- 108 The inspection team was able to observe a small number of lessons in which religious education (RE) was taught. In addition, judgements are based on the scrutiny of children's work and on display, a portfolio of prior learning activities and documentation for the subject. All the evidence suggests that by the end of Key Stage 1, children's attainment meets the expectations of the Locally Agreed Syllabus. By the end of the key stage, children have begun to develop good knowledge and understanding of different religions and religious festivals. They study Christmas, Easter and Divali. They know stories from the Old and New Testament about such figures as Noah and Jesus. They are developing a sense of deity. There are excellent opportunities to study the key features, symbols and personalities of the Sikh religion, not only within lessons but also through assemblies, in which stories of Guru Nanak are enacted. Many children in Year 2 can name and explain the nature and significance of the five k's in Sikhism. This is reinforced by an excellent display of religious artefacts and a powerful re-enactment of a visit to a Gurdwara based on a video. At present, many children are unaware that there is more than one faith within the Christian tradition.
- 109 The teaching observed was never less than good, and sometimes outstanding. This leads to a very enthusiastic response by children to learning activities. The lessons are well-planned and very focused, with a wide range of active and imaginative learning opportunities provided. The substantial links to other areas of the curriculum, such as music, dance and environmental awareness, are very evident. Within lessons, the children listen and concentrate very well. They eagerly engage with tasks and display a sense of their own and others' values and feelings through a high level of personal reflection. The latter was particularly well seen in prior written work. They also show an appropriate reverence for religious artefacts and visits to places of

worship in the local area. The use of the school grounds to stimulate a reverence for nature is an impressive part of the learning experiences provided by this subject.

- 110 The subject leader manages the subject very well indeed; she has a clear vision of the strengths of the subject and its contribution to the wider curriculum, but is also mindful of developments that are needed for the future. There is very clear and detailed planning to cover the Locally Agreed Syllabus. The policy statement, and other guidance to staff, ensure an unambiguous implementation of this part of the school's curriculum. There are plans to develop appropriate assessment procedures in September 2000. The teaching and learning within RE in this school, make a significant contribution to the children's personal, spiritual, moral, social and cultural education.