

# INSPECTION REPORT

## **NEWDIGATE ENDOWED CE INFANT SCHOOL**

Newdigate

LEA area: Surrey

Unique reference number: 125192

Headteacher: Mrs Christine Cullen

Reporting inspector: Mrs Valerie Singleton  
23044

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> February 2002

Inspection number: 197749

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Endowed
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Village Street Newdigate Dorking Surrey
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Crutcher
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18814	Valerie Singleton	Registered inspector	Science Geography History Music Special educational needs English as an additional language Equal opportunities	What sort of school is it? The school's results and achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
14347	Joan Lindsay	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22790	Jane Pinney	Team inspector	English Areas of learning for children in the foundation stage Design and technology Information and communication technology Physical education	
12116	Christina Morgan	Team inspector	Mathematics Art and design	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Newdigate CE is a small infants school with 97 pupils on roll at present, of whom 29 are in the reception class. The school draws its pupils from a wide area. Most children start full-time school in the September before they have their fifth birthday, but some only attend part-time until January. Standards on entry are generally above those expected nationally. At present, there is one Year 1 class and two classes for Year 2 pupils, the result of a drive to expand the school. Nearly all pupils are white and British. Only one pupil has free school meals, which is very low compared to the national average. Most pupils come from a relatively advantaged background. Of the 15 pupils (13 per cent) on the special educational needs register, one has a statement of special needs.

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

Newdigate CE Infants is a good school with some significant strengths. The headteacher and senior teacher offer very good leadership and they are very well supported by a knowledgeable governing body. The very good provision in the Foundation Stage provides children with a very secure start to their formal education. Pupils are very well supported by the caring ethos which is fully reflected in the aims of the school. The very strong links with parents and the community support pupils' learning well. As a result, pupils attain well, with particularly good results in reading and numeracy. There are aspects of pupils' learning that could be improved further, however. The school provides sound value for money.

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

- Standards in literacy are very good, and in numeracy and science they are good.
- The headteacher, ably supported by her senior teacher and governing body, provides strong leadership and has set up effective management structures in order to facilitate change.
- The very good provision in the Foundation Stage gives children a good start to formal schooling.
- The very good relationships between all in the school community support pupils' very good attitudes towards work and good behaviour.
- The school's Christian ethos underpins the very good provision for pupils' spiritual, moral, social and cultural development.
- The very strong partnership formed with parents supports pupils' learning very well.

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

- Teachers' planning in Key Stage 1 and timetable allocations for some foundation subjects.
- The implementation of the assessment policy in science and checking how well pupils gain key skills in the foundation subjects in order to inform teaching.

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

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

When it was inspected last in September 1997, the school was judged to provide a good standard of education. Leadership and management were good, as were the quality of education and the climate for learning. Since then, the school has maintained these strengths and made satisfactory progress in addressing most of the issues identified as requiring some improvement. The school development plan is now a well-structured and useful working document. The newly recommended curriculum for the Foundation Stage is well implemented in the reception class. The procedures to assess writing are very good, and good tracking procedures ensure that pupils are making progress year on year in literacy and numeracy. The school had developed new planning procedures as required, but after the recent introduction of the nationally recommended schemes for the foundation subjects, they now need to be

refined Also, procedures for assessing pupils' progress in these subjects need to be revised to match the newly planned curriculum. Initially, progress in changing the established culture of the school was slow. Recently, however, the headteacher has been in the position to move the school forward. Overall, the school has made satisfactory improvement since the previous inspection and now is in a good position to continue progressing at a more rapid pace.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A*	A	A	B
writing	A	B	B	C
mathematics	A*	A*	A	A

Key	
highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% of schools	E*

Standards on entry to the reception class are well above those expected nationally in literacy and numeracy, but less well developed in personal and social development. Children make very good progress in the reception class because of the very good provision. During Years 1 and 2, pupils' achievements (the progress they make in relation to their prior attainment) are satisfactory. Results in national tests for 7-year-olds reflect the good attainment of pupils when they join the school, being very good in reading and mathematics and good in writing. Results of teachers' assessments placed the school in the top five per cent of all schools nationally for science. The school reached its targets in reading and writing and exceeded them in mathematics. Although results in the national tests since the previous inspection have remained above the national average, the overall trend indicates that results have fallen slightly. With such small numbers of pupils, however, statistical data is unreliable. Also, results are affected by the number of pupils with special educational needs, as was the case last year.

Inspection evidence shows that attainment in the current Year 2 is well above average in reading and above in writing and mathematics. In all three subjects, pupils are making satisfactory progress across the school. The school has successfully addressed some identified weaknesses in writing and girls' achievement. Although pupils reach very good standards in numeracy, there is limited emphasis on shapes and measures and on data handling. Teachers provide only very structured work in mathematical enquiry, which limits pupils' learning. Standards in science are good overall, but with very little work at the higher Level 3. Pupils' skills in literacy and numeracy are used and developed through work in other subjects. In information and communication technology, pupils' achievements are sound and standards of attainment in Year 2 are broadly in line with those expected. In art, design and technology, geography and history, attainment is sound and pupils' achievements are at least satisfactory. In some aspects of these subjects, they are good. Insufficient evidence was available to judge pupils' attainment in physical education and music, though there appear to be some gaps in their musical knowledge. Pupils' achievements in all subjects have been maintained since the last inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. In the reception class, children quickly learn to be part of a group, take turns and work very well with each other. Pupils in Year 1 and 2 are enthusiastic in lessons. They generally listen carefully to their teachers and are willing to complete all tasks set.
Behaviour, in and out of classrooms	Very good. Pupils behave well in class, around the school and in the playground. No unpleasant incidents were seen during the inspection.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils work and play well together. They respond positively to the responsibilities they are given.
Attendance	Good. Attendance has improved over the last year and is now above the national average. Pupils arrive promptly and lessons start punctually.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	very good	Sound

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

The quality of teaching is sound overall, with a number of good features. Of the 24 lessons observed, one was excellent, four were very good, five were good and nine satisfactory. Four were short, ungraded visits. Only one unsatisfactory lesson was observed, and this was due to the teacher's insecure subject knowledge. The quality of teaching in the Foundation Stage (reception) is very good and in Key Stage 1 it is satisfactory overall. It is very good in the Foundation Stage because of the very good range of experiences provided for the children. It has the relevant mix of teacher-directed activities and self-selected tasks, which enables the children to become very confident in their learning. Throughout the school, positive management of pupils' behaviour, and the use of a good range of teaching methods are positive features of most lessons. As a result, pupils enjoy their work and make at least satisfactory gains in learning. Where teaching was good, enthusiasm, imaginative strategies and challenging activities all promoted good progress. An analysis of pupils' work indicates an over-reliance on published worksheets, which limit pupils' learning and lack challenge, particularly for the more able. Also, there is a greater emphasis at times on pupils gaining knowledge than on the development of skills. Teaching of literacy is often good and of numeracy it is satisfactory. Both are used appropriately to support pupils' learning across the curriculum. Pupils with special needs are given good support from classroom assistants and by teachers matching resources to their needs.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and interesting curriculum, which is enriched by many visits to places of interest and a wide range of visitors to the school. There are relative weaknesses in the planning of some subjects. There is a good range of extra-curricular activities for pupils of this age. The curriculum in the reception class is very good and carefully planned.
Provision for pupils with special educational needs	Good. The needs of these pupils are identified clearly. They are given appropriate work in withdrawal groups and support in lessons. The co-ordinator organises provision very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Provision has been strengthened by developing pupils' knowledge and understanding of other beliefs and cultures.
How well the school cares for its pupils Assessment	The school provides very good care for its pupils through a range of well-established procedures and having well-trained staff. Very good procedures are in place for assessing children's attainment and progress in the Foundation Stage. There are good procedures in English and mathematics to track individual pupils' progress as they go through the school and to identify specific areas of relative weakness. Procedures are limited for other subjects, apart from those being developed in ICT.
How well the school works in partnership with parents	The school has established a very good partnership with parents. It keeps them well informed and enables them to be involved effectively in the work of the school and their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, who is very well supported by the senior teacher, provides strong leadership and has a clear educational vision based on raising standards of teaching and learning. The role of subject co-ordinators is being developed and they are gaining the necessary skills to monitor their subjects more effectively.
How well the governing body fulfils its responsibilities	The governing body is well organised, with good systems for meeting their responsibilities. Many offer specific expertise. They are fully involved in providing a strategic direction for the school, based on an informed understanding of its strengths and weaknesses.
The school's evaluation of its performance	All aspects of the work of the school are carefully monitored and evaluated, including a systematic analysis of test results and comparison of standards against those of similar schools.
The strategic use of resources	Financial planning and management are good and a deficit budget has been successfully reversed. The school makes good use of its funding and plans ahead. It pays due regard to the principles of best value.
The adequacy of staffing, accommodation and learning resources	The school has had a significant number of staff changes, but now has a committed, enthusiastic and hard-working team. The school building has been improved and has some good outdoor facilities. The room and outside area for the reception class is very small. Learning resources are adequate for most subjects, but more computers are needed.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy going to school and make good progress.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• They are kept well informed about their children's progress.</li> <li>• The school is very approachable if parents have concerns.</li> <li>• The school expects children to work hard, achieve their best, and helps them to become mature and responsible.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>•Some parents feel that there are not enough activities outside lessons.</li> </ul>

Over half of the parents returned the questionnaire and over 40 attended the meeting. The great majority of these parents are very pleased with most aspects of the school's work and inspectors' judgements support parents' positive views. The school provides a good range of activities outside lessons and inspectors disagree that this area is a weakness.

## **PART B: COMMENTARY**

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

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

1. An analysis of baseline assessment results in the reception classes indicates that standards on entry vary, but, overall, they are above, and sometimes well above, those expected in literacy and numeracy, but less well developed in personal and social development. These tests only measure a narrow range of skills and, through the very good teaching and well-planned range of activities, children achieve very well in the present reception class in all aspects of communication, language and literacy skills, mathematical understanding and personal, social and emotional development. Many enter Year 1 already working within the National Curriculum Level 1. Children have good knowledge and understanding of the world and they make good progress in their creative and physical development.
2. The school's results in the 2001 national tests and tasks for seven-year-olds were well above the national average for reading and mathematics and above in writing. At the higher level (Level 3), results were well above in reading and mathematics and in line for writing. Compared to schools who have a similar intake of pupils, results for reading were above average, for writing they were in line and for mathematics they were well above average. Teachers assessed that all pupils attained Level 2 in science, of whom over half reached Level 3. These results for science place the school in the highest five per cent of all schools nationally. The school reached its targets in reading and writing and exceeded them in mathematics. Both boys and girls do better than nationally. Boys attain better overall than boys nationally, but results for boys and girls within the school are generally similar. Although results in the national tests since the previous inspection have remained above the national average, the overall trend indicates that results have fallen slightly. With such small numbers of pupils, however, results are affected by the number of pupils with special educational needs, as was the case last year. Baseline assessments also show that each year group varies in overall ability. However, the school continues to set itself challenging targets and aims to improve its results in all three areas this year.
3. The school has conducted a detailed analysis of the test results and identified that fewer girls attain Level 3 than boys and the average ability girls do less well as a group. Writing results are less successful than those for reading. Given the small number of pupils involved, the differences are not significant, but do show a pattern. So the school is targeting specific groups of pupils to address these issues, through the setting of group targets, withdrawal help for the more able pupils as well as those needing extra help, teacher awareness in whole-class sessions and the close monitoring of individual progress. This is beginning to have an impact and girls are doing better as a result.
4. Inspection evidence shows that overall standards in English are very good. Overall standards in mathematics are good. Pupils reach very good standards in numeracy, but there is limited emphasis on shapes and measures and on data handling and only very structured work in mathematical enquiry. Standards in science are good overall, but with very little work at the higher Level 3.
5. Pupils achieve satisfactorily overall in English, mathematics and science. Work is usually suitably matched to build on pupils' current knowledge and skills, though those with higher ability could be more challenged at times. Pupils with special educational needs make good progress because they are supported well. Those with individual education plans (IEPs) meet and often exceed the targets they have been set.
6. In English, pupils achieve very good standards in speaking and listening and in reading. The majority of pupils are competent readers for their age and use a range of strategies to enable them to read unfamiliar words. Most pupils have good skills for retrieving information from books. Attainment in writing is good. By the end of Year 2, almost all pupils are able to spell common

words and produce sentences that are correctly punctuated. Pupils' handwriting is satisfactory. Letters are consistently joined, but work is not always neatly presented.

7. In Year 2, pupils have a good understanding of place value up to 100. They understand multiplication as continuous addition and are beginning to identify the patterns in number sequences. They draw the hands of a clock to show half-past and quarter to the hour, and name most common 2-dimensional shapes. Pupils apply their numeracy skills satisfactorily and their literacy skills well in other subjects.
8. In science, pupils are achieving well with their scientific investigations and making sound progress in gaining scientific knowledge and understanding. Attainment in information and communication technology is in line with that expected by the end of Year 2. Regular, focused teaching has raised standards, but the present limited hardware affects the progress that pupils could make. In art and design, design and technology, geography and history, pupils achieve the standards expected for their ages. Insufficient evidence was available to make secure judgements about overall standards in music and physical education. Pupils have some gaps in their musical knowledge and skills in composition are not well developed. Standards in ball skills and swimming are good.
9. Taking all factors into account, pupils' current overall achievement is satisfactory. However, progress is uneven because of the changes of teacher recently and some weaknesses in planning for the progressive development of pupils' skills, knowledge and understanding in Key Stage 1.

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

10. The pupils' very good attitudes, behaviour and relationships support their learning very well. The school has maintained the strengths identified in the previous report.
11. When children arrive in school, their personal, social and emotional development is less strong than other areas of their learning. The very good provision in the reception class means that they quickly learn to be part of a group, take turns and work very well with each other. They are well behaved and enjoy very good relationships with each other and the staff.
12. In Key Stage 1, pupils say they like school and find learning fun. They identify a range of subjects which they particularly enjoy. This is well supported by the responses on the parents' questionnaires, where nearly all indicated that their children like coming to school. All those responding felt that behaviour was good and that the school helped their children become mature and responsible. In class, pupils have very good attitudes towards their work. They are enthusiastic learners, especially when challenged.
13. Pupils behave very well around the school and in the playground. There have been no exclusions and, during the inspection, no signs of any unpleasant or aggressive behaviour were seen. Pupils say any such behaviour is dealt with quickly and effectively. In lessons, some pupils, particularly the boys, are so eager to answer that they call out and seek the teacher's attention when they want something. The school is very aware of this and has implemented some very good strategies, such as introducing the characters 'Betty Butting-in' and 'Listening Lizzie' to remind pupils how to take part in class discussions.
14. Pupils work well together in pairs or in groups. They take turns to use the computer and share their ideas well with each other. The lunchtime system of family grouping very effectively encourages older pupils to look after the younger ones and they do this with pride and care. Pupils enjoy very good relationships with each other and all the staff, who provide very good role models. Teachers provide good opportunities in some lessons to promote independent learning and the pupils respond maturely to such challenges. A school council is now in operation, so pupils are being involved in real decision-taking procedures. The behaviour and relationships of pupils are underpinned by the school's very good provision for social and moral development, which results in pupils becoming confident, friendly and hard-working young people. Those with special educational needs are well integrated, have good attitudes towards their work and behave well.

15. There has been an improvement in the school's attendance figures since the previous inspection and they are now good. The school achieves a 95 per cent attendance rate, which is better than the national average. Unauthorised absences are below the national figure. The school has managed this improvement by taking a more rigorous approach to holidays being taken in term time. Punctuality to school is good and there are very few latecomers.

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

16. The quality of teaching in the reception class is very good and in Key Stage 1 it is satisfactory overall. This headline judgement is the same as in the previous report. Of the 24 lessons observed, four were ungraded, one was excellent, four were very good, five were good and nine satisfactory. Only one unsatisfactory lesson was observed and this was due to the teacher's insecure subject knowledge. The reception teacher has very secure knowledge and understanding of the newly recommended Foundation Stage curriculum. She provides a very good range of experiences for the children that includes a mix of teacher-directed activities and self-selected tasks, all firmly based on secure learning objectives.
17. Being a small school, the recent turnover of teachers means there are some insecurities in the delivery of the National Literacy and Numeracy strategies in Key Stage 1. As a result, the teaching of grammar has some weaknesses and work in mathematics tends to focus on numeracy. Speaking and listening skills and those for other aspects of writing are taught well, however. Pupils who are identified as needing some extra support in developing their literacy skills receive good, well-structured support through the Early Literacy Skills programme. Following the monitoring of science lessons by the headteacher, who identified strengths and weaknesses in teaching, pupils now are being taught investigative skills well.
18. Teachers' daily plans for lessons are usually very detailed. In the most effective lessons, the learning objectives are precise, for example 'to understand the use of symmetry when designing a hand puppet', and 'to use a sewing needle safely'. Consequently, pupils' gains in learning can be clearly assessed. Objectives are not always closely related to National Curriculum descriptors, however, or based on good assessment of pupils' prior knowledge and understanding. As a result, activities planned in some lessons are not carefully matched to pupils' differing abilities and do not challenge and extend their thinking. Some tasks are not matched sufficiently to the learning objective, causing confusion in pupils' understanding. For example, an activity in mathematics reinforced directional language of 'up and down, left and right', when the planned extension work with a programmable toy required the use of quarter, half, three-quarter and full turns and forwards and backwards. Work in books indicates some good opportunities for pupils to develop subject-specific skills, but there is also an over-emphasis on the teaching of factual knowledge at times.
19. Most teachers have high expectations of pupils' behaviour and response. Pupils are very eager to share their knowledge and to gain the teacher's attention, but this can result in a few pupils disrupting or dominating in whole-class sessions. Some good strategies have been introduced with the younger pupils to prevent this happening. Occasionally, in Year 2, pupils are not reminded soon enough about the expected response and the conventions of discussion are not securely established.
20. Teachers use effective methods to promote good learning. Consistently good questioning extends pupils' understanding and sets challenges. Clear explanations ensure that pupils are well-prepared for the main activity and little time is lost as a result. Some good use of open-ended tasks allows pupils to work at their own level of understanding, though too often, pupils' learning is limited by an over-reliance on work-sheets. In some lessons, however, well-chosen worksheets offered good structured support to pupils with special educational needs. Teachers use subject-specific vocabulary well, such as 'phonemes', and 'captions' in Year 1 English. They model skills very effectively. For instance, Year 2 pupils gained confidence and understanding in how to program a 'roamer' in ICT through a clear explanation and demonstration by the teacher, and Year 1 pupils were taken through the process of conducting a science investigation, with the effective use of a puppet. The teachers' own enthusiasm inspires the pupils, as was particularly evident in Year 2 history. Teachers respect pupils' ideas and create a caring, warm ethos in which pupils feel

secure, happy and eager to learn. The good use of praise and reward keeps pupils motivated and involved.

21. Clear classroom routines are established, so there is a minimum of fuss when pupils move to groups, or at the start and end of lessons. All required resources are prepared and available, but with good opportunities for pupils to operate independently, such as sharpening their pencils, or tidying their finished work. Classrooms assistants offer valuable support to pupils with special educational needs or identified groups within lessons. Sometimes they do not have a specific focus or responsibility during whole-class session and, so, some of their valuable contribution is lost. Where time-table allocations are overlong, this sometimes leads to a loss of pace and rigour. Resources are used well at times, as was evident in a Year 2 design and technology lesson, when the good use of materials, wide selection of hand-puppets, and use of a parent to teach sewing techniques, inspired and prepared pupils well at the start of their new project.
22. On-going assessment is mainly satisfactory, but used well at times. For example, teachers note where pupils need extra support or clarification during a set task and help them accordingly. Where outcomes are not as expected, they take effective action to address the problems by altering their planning for the next lesson. This was seen to good effect with the lessons planned to prepare the pupils to use the programmable robot.
23. Marking, though very positive, rarely shows pupils how to improve. Teachers use homework well to support pupils' reading, spelling and knowledge of the world and they effectively involve parents.

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

24. The curriculum in the reception class is very good and based on the specified areas of learning for children of this age. It is carefully planned and ensures that the youngest children in the school have full access to a wide range of suitable experiences. Children are well prepared for the next stage of learning, and higher-attaining pupils appropriately embark on the National Curriculum programmes of study before they leave the reception class.
25. In Years 1 and 2, the school provides a broad and balanced curriculum which meets the requirements of the National Curriculum and reflects the aims and values of the school. The school has maintained the strengths identified in the previous report. In the light of national guidance, the school has recently revised its curricular planning for most subject areas. This represents an improvement since the last inspection when schemes of work were not properly in place for most subjects. However, further evaluation, development and refinement of existing schemes needs to take place in order to ensure that the planning meets the needs of all pupils. At present, learning objectives are insufficiently related to the level descriptors of the National Curriculum and there is a greater emphasis on imparting knowledge than the development of understanding and skills. Activities in lessons are frequently planned without sufficient relation to a clear learning objective and there is a heavy reliance on commercially produced worksheets to structure the teaching and learning in lessons.
26. The National Literacy Strategy and the National Numeracy Strategy have been successfully introduced. However, there is a lack of confidence amongst some staff as to how the literacy hour should be structured. Additional support and training are needed in order to ensure consistency of provision across the school.
27. The designated weekly time allocated for art and design, design and technology, physical education, music and personal, social and health education is sometimes limited. As a result of time slippage and inappropriate time slots, such as the allocation of hall time, lessons in these subjects do not always happen as planned. However, good cross-curricular links and focused weeks that are dedicated to the study of a specific subject result in most areas of the curriculum receiving good coverage over time. There are some inconsistencies in time-tabled provision between the two Year 2 classes.

28. Provision for pupils with special educational needs remains good. The school manages an appropriate balance between effective support in the classroom, which ensures pupils' full access to the curriculum, and some withdrawal of pupils in order to address the targets on their IEPs. Some additional provision is already made to help higher-attaining pupils extend their writing skills further and it is intended that similar provision will be made for able mathematicians. However, teachers' planning does not include, often enough, suitably challenging tasks for higher-attaining pupils.
29. The curriculum is very well supported by a broad range of visits to places of interest, including the National Gallery, the Science Museum, Bodiam Castle and the Sea Life Centre at Brighton. Good use is made of the immediate locality to support learning in history and geography. A wealth of visitors enliven the curriculum, including storytellers, Tanzanian students and African dancers. The last resulted in pupils producing some vibrant art work and increased their understanding of different world cultures. Good use is made of specialist art weeks to extend learning in the performing arts and good links have been established with a Dorking secondary school to encourage early experience of modern European languages.
30. The school has very close links with the community, which makes a valuable contribution to the life of the school. Visits by a local builder, a policeman and the school nurse support the school's provision in personal, health and social education. The church youth worker visits regularly. The school takes part in a monthly praise service at the church and, by tradition, provides the queen and country dancing for the annual local May Queen event.
31. A wide range of well-attended extra-curricular clubs is run on the school premises by parents or visiting professionals. These include a short tennis club, Saturday morning football, a swimming club and church club. A significant minority of parents feels that provision for extra-curricular activities are unsatisfactory. Given the age of the pupils, the four regular clubs run in school and the wealth of visits and visitors, the inspection team does not agree with this concern and feels that the provision is good.
32. Good links have been established with the on-site pre-school and with the several junior schools to which pupils transfer at the age of seven. As a result, children enter school confidently and happily and pupils are well-prepared for their next phase of schooling. The school is committed to equality of opportunity and has an inclusive ethos.
33. The provision the school makes for its pupils' spiritual, moral, social and cultural development has remained a very strong aspect since the previous inspection and, in the area of multicultural experiences provided for pupils, there has been a considerable improvement. A new policy for spiritual, moral, social and cultural development has been implemented well.
34. The provision for spiritual development is very good and pupils' spiritual awareness is enhanced through the daily act of collective worship. At this time, pupils are given the opportunity to reflect quietly, for example on how someone has helped them and how they could help a friend. Teachers encourage a sense of curiosity, wonder and awe in lessons. A good example of this was seen in a Year 1 science lesson on movement, when the pupils' suggestions to make a car go faster down a ramp were put into practice. A great gasp of amazement went up when the experiment worked and the toy car zoomed along the floor tiles! Pupils share their thoughts and feelings with each other and develop a sense of belonging.
35. There is also very good provision for pupils' moral development, with children being encouraged, right from the start of their formal education, to recognise the difference between right and wrong, to be polite, and to care for each other as well as their surroundings. The effectiveness of the consistency of emphasising moral development is seen in the very good standards of behaviour and relationships that exist throughout the school. This is also something that parents regard as a major strength of the school, as all of those who returned the pre-inspection questionnaire feel that behaviour is good and the school helps their children to become mature and responsible.

36. Pupils' social development is also very well provided for. Parents commented about how well boys and girls of all ages play together and how everyone knows each other. This results from pupils being encouraged to work and play together and from specific systems such as the family service at lunchtime where older pupils are responsible for the younger ones at their table. Pupils have responsible roles within their class and the school, such as returning registers and keeping the library tidy. In addition, a school council has been recently formed and one of its first topics was to look at the playground and how to make it better. Pupils are encouraged to be "buddies" to each other if they see someone on their own or unhappy. Pupils are also given many opportunities to be socially aware of the wider community in the village and beyond through joint village/school events. All of the above leads to the school having a very strong sense of community and family.
37. The provision for pupils' cultural development is now also very good. The school has placed a greater emphasis on preparing pupils for life in our multicultural society. This has been done through, for example, inviting Tanzanian students to visit and having storytellers from Ghana and Turkey. There is literature and some musical instruments from other cultures available in school and other religions' festivals are celebrated, such as Hanukkah and Diwali. The school's links with the Dorking Languages Group have led to pupils having the experience of singing in French and Italian and participating in joint ventures with other local schools.

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

38. The school has maintained the high standards of care for its pupils seen at the last inspection and, in some areas, the procedures are now very good. For example, in child protection, both the headteacher (who is the designated co-ordinator) and the senior teacher have been formally trained. Another member of staff is due to attend training soon. The policy is reviewed regularly and non-teaching staff, such as midday supervisors are made aware of what action to take if they have any concerns about a child. Health and safety is also given a high priority with regular fire drills taking place and appropriately timed checks of the fire and electrical equipment being arranged. An adequate number of staff are trained in first-aid procedures and suitable records are kept of any accidents or illnesses, as well as any specific medical conditions that individual pupils might have.
39. There have been improvements in the way the school monitors and promotes good attendance and this area is now very good. For example, the attitude towards holidays being taken in term time that adversely affected the school's attendance figures at the last inspection has shifted, as the practice is more actively frowned upon. Parents new to the school are asked to avoid taking their children out of school and there are reminders in the newsletters. In addition, parents now need to have the written approval of both the headteacher and governors. The computerised attendance records that are kept enable the headteacher and the school's education welfare officer to see quickly where patterns of non-attendance or poor punctuality are occurring and act swiftly to rectify the problem.
40. There are very good procedures in place to monitor and promote good behaviour and, as a result, the school has been very successful in reducing oppressive behaviour to a minimum. Each class has its own rules on display, which reminds pupils of the high standards of behaviour that are expected of them. The school's policy for behaviour management was recently reviewed, and is clear and well understood by pupils. The emphasis is on praising and rewarding good behaviour, but there are also consequences in place such as contacting parents in cases of unacceptable behaviour. As the school is small, any incidents are spotted and acted upon quickly and records are kept if they are of a more serious nature.
41. The monitoring and supporting of pupils' personal development are good, though the system is largely informal. It is successful because all staff are very alert to children's needs. They know all of them so well, with many having contact with pupils from the age of three as the pre-school group meets on the school premises and the children visit on frequent occasions. Sessions such as circle time and the personal social and health education lessons also give teachers the opportunity to monitor the personal development of their pupils. Pupils who have IEPs also have targets for social development incorporated into them.



42. The annual pupil progress report that parents receive also has a section concerned with personal development and this can be used to track, from year-to-year, how a pupil is maturing. This report, along with any class records such as reading records, is also a means for monitoring and supporting pupils' academic progress, which is done well. The report gives areas for improvement, such as 'to try to use expression when reading', or 'to practise mental mathematical skills'. The base-line screening carried out when children enter the school is also used effectively as a tool to track academic progress.
43. Very good procedures are in place for assessing children's attainment and progress in the Foundation Stage. These include good assessment in lessons, detailed records of each area of learning and the effective use of assessment to plan the curriculum. Assessment is more variable in Key Stage 1. In English and mathematics, there are good procedures in place to track individual pupils' progress as they go through the school. Results are analysed carefully and used effectively to address specific weaknesses in pupils' learning and to identify the needs of particular groups. In addition, assessment information is used to establish individual targets for improvement in English and mathematics, though it is not always used effectively to plan for the specific development of skills for more able pupils. Sound assessment procedures have recently been implemented in ICT, but these have not been in place long enough to have an impact on standards. In all other curriculum areas, assessment is not used sufficiently well to appraise how well pupils are gaining key skills or to plan activities that meet their needs.

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

44. The school has very effective links with parents. The evidence from informal discussions with parents, comments made at the parents' meeting and the results of the pre-inspection questionnaire shows that parents have maintained the very positive views they had of the school at the time of the last inspection. Parents are unanimous in their opinion that behaviour and teaching are good and that the school helps their children to become mature and responsible. The only area where there was a relatively large degree of dissension was in relation to the range of outside activities on offer. However, the inspection team's judgement is that extra-curricular activities are good.
45. The quality of information provided for parents is good overall and there have been particular improvements since the last inspection in the annual progress report that parents receive. This is now more concerned with what the pupil is capable of rather than just what has been covered in the curriculum. There are also areas that are suggested for pupils to improve. Parents now speak very highly of the report and feel that they are individual to their children and give a good indication of the progress made. The school also produces regular newsletters that are friendly and informative. The amount of curriculum information that parents receive is very good. In some cases, parents receive a weekly note of what the main topics will be in literacy and numeracy and other regular information is sent home in relation to what will be covered and how parents can support learning. For example, as pupils were going to study the Great Fire of London, teachers suggested that parents could take their children to the Museum of London.
46. There are formal consultation evenings each term for parents to meet with teachers and have the opportunity to view pupils' work. However, the headteacher and teachers are very accessible each day, should parents have any concerns. The school's prospectus is very good and informative with only a very small omission in the information that should be provided. However, the governors' annual report to parents has several items required by statute missing, such as aspects of the school's arrangements for disabled pupils and information about the progress made since the last inspection. Governors need to ensure that future publications contain all the required information.
47. Parents make a very good contribution to pupils' learning both at home and at school. The great majority hear their children read on a regular basis and support other homework tasks such as Year 2's "Question of the week". They provide artefacts for certain topics and respond very well to the teachers' suggestions of additional ways to support learning, such as by visiting relevant museums. Parents also help regularly in school, listening to reading or helping with art work.

48. The Parent Teacher Association continues to be very strong and raises substantial funds for the benefit of the pupils. For example, the swimming pool is run and fully maintained by the Parent Teacher Association. In addition to the substantial costs involved in this, parents also raise money to purchase other resources, for example, new information technology equipment. As a result of all of the above, the impact of parents' involvement on the work of the school is very strong.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher and senior teacher provide very good leadership, which has been strengthened since the previous inspection. They have a clear vision for the success of the school, and this is shared by the governing body. Their recent decision to use money from the standards fund to release the headteacher from classroom teaching in April 2001 has enabled her to take steps to translate her vision into effective action. Until this point, progress in changing the established culture of the school had been slow. Staffing difficulties and the inheritance of a large budget deficit have also slowed the process of change since the last inspection. The headteacher is aware of the need to raise standards of teaching further, in particular, by improving teachers' use of assessment data in order to plan effectively for all ability groups. The headteacher is already on a diocesan working party looking at this particular issue. The school's aims and values, which are firmly located within a strong Christian ethos, are reflected well in the good behaviour of the pupils and the quality of relationships throughout the school community.
50. The school is very well managed by the headteacher and senior teacher. Their consultative management style is effective in ensuring that all staff work well as part of a team. The headteacher has been successful in developing a close partnership with parents and the school has very close links with the local community. Parents and governors respect her confident and firm approach and capacity for taking difficult decisions. The senior teacher is an effective counterpart to the head teacher. She leads by example, through very good teaching and effective management of curriculum development, assessment, the Foundation Stage and mathematics.
51. All aspects of the work of the school are carefully monitored and evaluated and the analysis of performance data forms a key part of the evaluation process. The findings contribute to setting appropriate priorities for further development. The school development plan is a useful working document as it provides a clear agenda and action plan for improvement and is regularly reviewed. All aspects of the school development plan are costed, have clear criteria for evaluation and are focused on improving the quality of education for pupils. Despite the school's consistently good results in national tests, the headteacher and governors are not complacent and are constantly aware of the need to improve and refine the school's provision.
52. The governing body is well organised, with good systems for meeting their responsibilities. Many offer specific expertise in their roles. The governors are fully involved in setting priorities and monitoring developments and they recognise their responsibility in providing a strategic direction for the school. The governors do not rubber-stamp the headteacher's ideas, but constantly question and evaluate them in the light of financial priorities. Their decision making is firmly rooted in an informed understanding of the school's strengths and weaknesses. This derives from a systematic and on-going monitoring and evaluation of standards. The chair of governors has her own three-year action plan, which runs in tandem with the school's and includes in depth reviews of standards and achievement, staffing and accommodation and an emphasis on the constant updating of governor skills. This is an excellent feature. Productive links with other small local schools are replicated at governor level.
53. The headteacher and governing body are well aware of best value principles. Budgetary allocations relate closely to identified priorities. All specific grants, including those for special educational needs, are carefully targeted and used for their given purpose. Now that the school is no longer working within a deficit budget, subject co-ordinators are responsible for managing their own budgets.
54. The role of subject co-ordinators is being developed and they are gaining the necessary skills to monitor their subjects more effectively. The management of the Foundation Stage, special educational needs, mathematics and information technology is good. Co-ordinators of some other subject areas would benefit from additional training in order to raise standards of teaching and learning.
55. Performance management has been implemented, is part of the cycle of school review and feeds into the programme of staff development. New members of staff feel well supported and all staff

work as a mutually supportive team. Although monitoring of teaching is beginning to be effective, the emphasis has been on building the confidence of new staff and on team building. An increasingly rigorous emphasis on developing effective teaching is now necessary in order to meet the needs of all pupils, in particular higher-attaining pupils. The match of teachers and support staff to the needs of the school is satisfactory, though the overall use of the latter needs to be reviewed to ensure that best use is made of their time and skills.

56. Administrative staff provide good support to the head teacher and enable the day-to-day activities of the school to run smoothly. They carry out their duties effectively and provide a friendly and helpful point of contact for parents and visitors. The school makes good use of new technology to support the administration. All recommendations in the most recent audit report have been addressed.
57. The school has experienced several changes of teachers in the past two years, but a mutually supportive staff team is now well-established. Newly qualified teachers are allocated a mentor and receive good support from colleagues. In-service training is appropriately determined by school development plan priorities, individual staff needs and performance management reviews. The teachers are well complemented by classroom assistants who are very effective and offer good support to groups of pupils and those with special educational needs.
58. The premises have been improved over the past few years to provide better office space and a staff room. The good displays of pupils' work throughout the school add to the quality environment which is being created. The buildings are very clean and well maintained by the caretaker. However, the reception class and outdoor learning area is very small for 30 children.
59. Resource provision has been enhanced recently, and most curriculum areas have sufficient to meet the demands of the curriculum. The school is planning to improve the current ratio of pupils to computers, so it meets the nationally recommended guidelines planned for September.

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

60. In order to further improve standards, the governors and headteacher should:

*(Each is followed by a reference to the paragraph(s) in which it is discussed.)*

- i. Refine teachers' planning in Key Stage 1 so that:
  - each identified unit or topic details how to improve pupils' skills, knowledge and understanding in each curriculum subject, guided by the level descriptors of the National Curriculum.
  - Teachers' lesson plans are clearly focused on specific learning objectives and appropriate challenges set to meet the needs of pupils of different abilities.
  - More use is made of activities that promote pupils' skills as well as knowledge.

(see paragraphs 4-5, 9, 17-18, 20, 25, 28, 49, 82, 85, 87, 93, 108)
- ii. Review the timetable arrangements so that
  - sufficient time is available for all subjects to be taught adequately and the agreed timetable is properly implemented by teachers;
  - lessons are not interrupted because of the allocations of hall time.

(see paragraph 27, 98, 100, 126)
- iii. Review the assessment policy so that:
  - assessment is linked appropriately to the newly adopted curriculum.
  - procedures for monitoring and tracking pupils' progress in all aspects of the science

- curriculum are put in place; and
- manageable and helpful systems are implemented, so that teachers can check that pupils are progressively gaining key skills in the foundation subjects.

(see paragraphs 43, 49, 96, 104, 110, 114, 122, 126)

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

- for the governors to ensure that all statutory requirements are met in their Annual Report to parents;

(see paragraph 46)

- to seek ways of increasing classroom space and the outdoor learning environment for the reception class.

(see paragraphs 58, 64)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	5	9	1	0	0
Percentage	5	20	25	45	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more four percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	97
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	16	26

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	16	16	16
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	88 (95)	92 (95)	100 (100)
	National	85 (84)	89 (88)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	16	16	16
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	92 (95)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	68
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only i.e. those in Years 1 and 2.*

### **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: YR– Y2**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	19.4
Average class size	24

#### **Education support staff: YR– Y2**

Total number of education support staff	6
Total aggregate hours worked per week	69

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	250864
Total expenditure	228414
Expenditure per pupil	2656
Balance brought forward from previous year	-8397
Balance carried forward to next year	14053

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	94
Number of questionnaires returned	55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	3	0	0
My child is making good progress in school.	73	25	2	0	0
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	60	29	5	0	5
The teaching is good.	87	13	0	0	0
I am kept well informed about how my child is getting on.	47	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	11	4	0	0
The school expects my child to work hard and achieve his or her best.	69	29	0	0	2
The school works closely with parents.	65	29	4	0	2
The school is well led and managed.	76	20	2	0	2
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	29	35	25	2	7

A good proportion of parents returned the questionnaire. Twenty seven parents attended the pre-inspection parents' meeting and they were very positive about nearly all aspects of the school's work. They mentioned a number of strong features. Parents were unanimous that their children had positive attitudes to school and behaviour is excellent. They felt staff are very approachable if parents have concerns or want to know more about how their children are progressing. Children have very good relationships with the teaching staff and they receive a lot of help and guidance. A quarter of parents felt that there should be more extra-curricular activities, particularly for the younger children.

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

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

62. Provision for children in the Foundation Stage is very good and is a strength of the school. The high standards found in the previous report have been successfully maintained. Children in the reception class make good and often very good progress in their learning, as a result of the very good provision and high quality teaching. Children are made to feel secure and happy and they settle well into the school routines.
63. The teaching is always good in all areas of learning and is frequently very good. There is a clear link between the activities the teacher plans and what she wants the children to learn. Her explanations are careful and well paced and she makes sure that time is spent equally with all children. Her room is well organised for children to make choices and work independently. She receives very good support from her nursery nurse and both work together as an extremely effective team to enhance children's learning. They establish very good relationships with the children, managing them very well. Planned activities are always interesting, so children are excited and participate enthusiastically. The teacher has a very good knowledge of the Foundation Stage curriculum and firm understanding of how each of the 'stepping stones' moves through to the Early Learning Goals. Assessment procedures are very good and ensure that lesson preparation matches children's needs appropriately. The teacher evaluates the specific strengths and weaknesses of individual children and uses the results to plan the next week's work and measure individual progress against the stepping stones in each area of learning. More able children's progress is suitably measured against the levels of the National Curriculum. Samples of children's work are collected to form the basis of a simple, formal record of their progress.
64. The classroom accommodation, although limited, is used very well to enable children to move freely and have access to a wide range of interesting and challenging activities. Although small, the outdoor play area is also used most effectively as a learning resource. Outdoor learning opportunities will be further enhanced by the provision of a canopy to provide all weather facility, which is to be built shortly. There are very good links with the pre-school group in the school grounds and reception children benefit from the opportunity to use their outdoor play facilities, having only limited facilities themselves.
65. The results of tests carried out when children enter the reception class show they have above the expected skills in language and numeracy, although personal and social skills are less well developed. Children achieve well and, by the time they leave the reception class, almost all have achieved the early Learning Goals of the Foundation Stage and many are already working within the National Curriculum.

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

66. On entry to the reception class, a significant number of children are unable to organise themselves or work independently. They make very good progress and, by the time they enter Year 1, most exceed expectations in their personal and social development. They are well behaved and polite and have good awareness of expectations of behaviour, which they obey readily. They are developing good listening skills and make good progress in their ability to concentrate on the tasks they are set. The teacher plans particularly effectively a variety of interesting tasks and activities and employs very effective strategies to encourage listening skills. For example, children who call out are reminded not to be like 'Betty Butting In', whose picture is on the classroom wall. The teacher ensures that there are good levels of support at the focused activities that are set during the day to develop co-operation amongst the children.
67. Children are increasingly prepared to take turns and to share resources. Their social skills are developed well by their role play activities. Most play together, sharing ideas and opinions with growing confidence. This was evident when three children organised themselves to work

collaboratively as builders. As one child built the wall, another transported bricks to him in a tractor and trailer and a third child loaded bricks into the trailer, using a pulley system. The organisation of provision helps children to become more independent and self-reliant; a good range of activities encourages them to make choices and decisions for themselves. Staff frequently encourage children to take the initiative in some situations. For example, when a child in the hall complained she was squashed, the teacher encouraged her to decide for herself how she could solve the problem. Children play and work well together, supporting each other and sharing resources. Friendships are developing and all children are happy and secure in the school environment. Effective measures have been established to support children on entry to the school and children's security within the school environment is supported by the strong links which have been forged between home and school.

### **Communication, language and literacy**

68. Children achieve well above expectations in language and literacy. Speaking and listening skills are developing well. There is a well-planned focus on the development of language skills, using relevant elements of the literacy strategy. As children read with the teacher they are encouraged to use punctuation clues to improve their expression. Good questioning leads to very good progress in speaking skills. For example, one child was asked to describe, without pointing, where the main character was in a picture. The child responded articulately, "he's on the bottom of the table, at the side". Teaching is well planned. In one lesson, for example, the teacher's objective was to introduce the children to rhyming words. She made very good use of the class toy rabbit, Wilf, as he tried to think of words that rhyme. This successfully captured the interest of the children, who make very good progress in providing rhyming words. The teacher's clear explanation of how rhyming words need to sound the same at the end enhanced learning well, so that all children could identify rhyming words by the end of the lesson. More able children independently write lines such as "I am Ben, I have a hen", while less able children successfully search the sand tray to find items that rhyme with pictures they are shown. Children enjoy books and handle them with care. Most children have already embarked on the school reading scheme and can read a number of familiar words. They show good recall of stories and enjoy talking about their favourite books.

### **Mathematical development**

69. Attainment in the mathematical area of learning is above average and children's numeracy skills are well above expectations. Most children can count to ten and beyond and are able to solve simple problems. For example, when singing the number rhyme 'Ten fat sausages', most children can subtract by two mentally. The teacher uses resources extremely well to extend pupils' mathematical skills through well-planned, practical activities. For example, a more able child was observed to be totally involved as she created her own number line by pegging out numbers to 20 in the correct order along the fence of the outdoor play area. Most children can correctly add two sets of objects. As they begin to record them, using mathematical symbols, they make very good progress in their learning, because of the effective strategies employed by the teacher. Her constant praise and encouragement raises the children's self esteem so they are confident to try the activity and are not afraid to make mistakes. Children are secure in their understanding of long, short and small and use the terms correctly in their play. Well-planned play in their wet and sand areas encourages children to develop practical methods of learning about volume and measurements. Children use mathematical vocabulary increasingly accurately.

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

70. Children learn well and have good levels of knowledge and understanding of the world around them. They bring their knowledge of their own families and backgrounds to their imaginative play. When working with construction toys, they work collaboratively to design and make buildings, which they successfully relate to everyday examples they have seen around them. A good range of experiences develops children's knowledge and understanding of the world successfully and they are well supported in their learning through visitors to the school and visits to places of interest within the area, such as the Science Museum. The outdoor play area is well used to enhance

progress. For example, it contains a large plan of the children's routes to school. Children take delight in adding natural features, such as trees and a pond ~ complete with, one child explained, a patch of seaweed! To promote children's development in this area of learning successfully, the teacher prepares interesting and motivating practical activities. This is the case, for example, when children observed how bread changed when it was toasted. They began to take the first steps of simple scientific enquiry as they used their senses to look, feel and taste the bread, before describing what it is like. They were asked to predict how they thought the bread will change when it was toasted and consider whether it was possible to change toast back to bread again. Children are given frequent opportunity to use the class computer and can use the mouse to perform simple functions.

### **Physical development**

71. Children are in line to exceed expectations by the end of the Foundation Stage. They are given good opportunity to develop their physical skills through daily sessions in the hall. They make good progress through well-planned, innovative activities. For example, in one lesson, children improved their co-ordination and control as they manipulated a parachute. They negotiated space successfully and followed instructions well as they moved round, under and over the parachute. Children were excited by the activity, jumping up and down in sheer enjoyment as they attempted to bounce balls off the centre of the parachute. In the classroom, children use and manipulate tools and materials with growing confidence and dexterity. Fine motor skills are well developed; they fold, join, build and successfully shape a variety of materials. This was evident when a group of girls were observed making crowns. They confidently measured around their heads to ensure a good fit and used scissors, glue and sellotape effectively to produce the finished product. The teacher's praise and encouragement result in positive improvement.

### **Creative development**

72. There are some good opportunities to develop children's confidence and skills and, by the time they leave the reception class, they have achieved well. Children demonstrate a good awareness in their use of texture and colour, as when they select colours to paint a rainbow. They respond well to music with different movements; for example, in drama they creep, crawl and push through the long grass as they go on an imaginary lion hunt. In this activity, children enter fully into the role they are playing, as they excitedly pretend to pack their lunch and imagine what the water is like. As with other areas of learning, lessons are well planned and good resources are provided, which allow children to gain experiences in a wide range of activities.

## **ENGLISH**

73. Standards of work are very good. Pupils' standards in speaking and listening and reading are well above expectations. Standards in writing are above expectations.
74. In the 2001 national tests for seven-year-olds, results were well above the national average in reading, with half the pupils achieving the higher Level 3. Standards were not as high in writing, but still above average. In comparison with schools who take their pupils from similar backgrounds, standards were above average in reading and average in writing. Inspection findings concur with these results. Following a slight downward trend in national results, suitable targets have been set to improve on these performances and inspection evidence indicates that they will be met. Also, although pupils do better than nationally, the school is aware that boys achieve better than girls, against the national trend. Initiatives have been implemented to raise the performance of girls, such as targeting girls' contributions during class discussions, which are beginning to enhance their performance.
75. Standards of attainment show some improvement on those seen at the time of the last inspection. The planning and teaching of the literacy hour (despite some insecurities amongst some teachers); the good opportunity for extended writing in other areas of the curriculum; and the provision of additional support groups have had a positive impact. By the time pupils leave the

school, almost all are reading with above average fluency and understanding. Pupils are able to apply their English skills well to other areas of the curriculum.

76. By the end of Year 2, the majority of pupils achieve very good standards in speaking and listening. They listen very well to each other and to adults, and are keen to enter into discussions. Pupils are confident and articulate when presenting ideas and express themselves very well, using a broad vocabulary. This was evident when, during assembly, pupils were invited to lead the school in prayer. Those who did so were able to think spontaneously of a prayer, speaking clearly and confidently to the rest of the school and to use appropriate vocabulary to suit the reverence of the occasion.
77. Standards in reading are very good. At the age of seven, the majority of pupils are competent readers for their age. They read a wide selection of books with obvious enjoyment. Pupils are able to explain plots and retell stories in sequence. They talk about their favourite books, giving reasons for their preference. More able pupils use a range of strategies to enable them to read unfamiliar words. Most pupils have good skills for retrieving information from books. For example, during a history lesson, over half the pupils were confidently referring to reference and index pages to find information about the Great Fire of London. They were able to scan the pages for relevant facts.
78. Pupils' attainment in writing is above that expected nationally. By the end of Year 2, almost all pupils are able to spell common words and make reasonable attempts at unknown words. They produce sentences that are mostly punctuated correctly with capital letters and full stops. More able pupils are also beginning to use speech marks and exclamation marks and make considered choices of vocabulary. For instance, one pupil chose to write "replied" rather than "said". Pupils' handwriting is satisfactory. Letters are consistently joined, although some are ill formed, making them difficult to read. Writing is not always neatly presented.
79. Pupils make sound progress in English against the high standards on entry to Year 1. The school places high priority on the development of speaking and listening, and pupils achieve well. Strategies that have been implemented in the reception class are effectively carried through to Year 1, so pupils understand the importance of listening carefully and waiting their turn to speak. In Year 2, pupils continue to develop these skills. For example, they participate in a competition to see who can demonstrate good listening skills by correctly answering questions after listening to a poem read by the class teacher. Speaking and listening skills are further developed by regular participation in class and group discussion and the frequent opportunities provided for drama.
80. Pupils make sound progress in reading. This is largely achieved through good teaching strategies and a wide selection of books, including the school reading scheme and library books. Guided group reading sessions are held separately from the daily literacy lessons and these are proving successful in improving reading skills. Pupils take books home daily to share with their parents and the good liaison between home and school makes an important contribution to the progress in reading. In writing, pupils are given group and individual targets for improvement. Where these targets are consistently reinforced, pupils' learning is effectively enhanced. Good assessment procedures have identified groups for extra support in writing, which is having a beneficial effect on progress. Throughout the school, pupils are encouraged to think of themselves as writers, with the result that most write confidently and with obvious enjoyment. There are frequent opportunities for pupils to practise their writing skills in other areas of the curriculum and to write for a variety of purposes. For example, pupils in Year 1 write lively descriptions of houses in the fashion of estate agents as part of their topic on homes. Pupils with special educational needs make good progress against the reading and writing targets that are identified on their IEP's. They receive good support from classroom assistants and benefit from focused help in withdrawal groups.
81. Pupils have good attitudes to English. They are keen to join in discussions and work hard in their independent sessions during the literacy hour, which contributes positively to their personal development. They co-operate and support each other well.
82. The overall quality of teaching is satisfactory and it is often good. In one lesson observed during the inspection, the quality of teaching was unsatisfactory. In all lessons, pupils are well managed

and very positive relationships have been established, so pupils are keen to give of their best and work hard on the given tasks. Resources are used well to motivate pupils, as was the case when a teacher produced a "magic potion " to encourage pupils to consider what ingredients they might use when listing ingredients for their own magic potions. Effective questioning is used well to extend pupils' thinking. Support staff are well used to assist the less able pupils in their independent sessions. Teaching is less successful when insufficient use is made of on-going assessment to match work well to pupils' needs. For example, scrutiny of pupils' work indicates an over-reliance on the use of commercially produced worksheets that are not always appropriate to the specific needs of individual pupils. In the one lesson that was unsatisfactory, the teacher demonstrated insecure subject knowledge.

83. The co-ordinator is new to the role and is aware of the need to undertake training to improve her expertise. There are good assessment procedures for identifying individual pupils' strengths and weaknesses in writing and these are used well to improve attainment. These procedures have not yet been as fully implemented for the assessment of speaking and listening and reading.

## **MATHEMATICS**

84. Overall standards in mathematics are good. Pupils' results in national tests at the age of seven have remained consistently well above the national average since 1997. In 2001, both the numbers of pupils achieving the nationally expected level and the proportion of pupils achieving the higher level, were well above the national average and above the average for schools with a similar intake.
85. Evidence from the inspection indicates that standards in number are above the national average by Year 2. However, there is limited evidence for work in other areas of mathematics, including data handling and shape and space. Pupils' ability to apply their knowledge of number in other areas is largely structured by worksheets and there are limited opportunities for open-ended investigations. The school's results in national tests, although demonstrably good, disguise the fact that the many able mathematicians are being assessed through their ability to complete worksheets rather than through a range of activities which would effectively challenge their thinking and develop their capacity to apply their mathematical knowledge in a range of situations. Pupils with special educational needs are well supported in class and make good progress against their targets.
86. In Year 1, most pupils do mental addition and subtraction with numbers to 20 accurately, identifying one more or one less. They understand that addition and subtraction are inverse operations and can use simple function machines. At least one-third of pupils can do this with numbers up to 100. Most pupils can consistently identify odd and even numbers, knowing that even numbers are 'one with a partner'. By Year 2, pupils have a good understanding of place value up to 100 and higher-attaining pupils demonstrate hundreds, tens and units on an abacus. They understand multiplication as continuous addition and are beginning to identify the patterns in number sequences.
87. The quality of teaching in mathematics was satisfactory in all the lessons observed during the current inspection, but the emphasis was on consolidating rather than advancing pupils' understanding. The scrutiny of work indicated a heavy dependence on worksheets to structure teaching and learning. With some minor variations, all pupils were given the same worksheets, though the lower-attaining pupils were given additional adult support in order to complete them. The written tasks were often providing insufficient challenge for more able pupils. Where the tasks were varied according to the needs of more able pupils, this frequently meant that higher-attaining pupils were merely expected to complete the tasks using larger numbers and the task was not qualitatively different in challenge. Some worksheets did provide opportunities for pupils to apply their very good knowledge of number processes, but were too highly structured to allow for open-ended investigation.
88. Teachers manage their classes well: pupils know the routines and settle quickly to tasks. Pupils work well with each other and relationships are good, both between pupils and between adults and pupils. Activities are planned in detail, although these are not always clearly related to the learning

objective. In a few lessons, the planning and context of the work indicated teachers' insecure subject knowledge.

89. The co-ordinator for mathematics is experienced and knowledgeable. She sets a very good example by the quality of her own teaching of mathematics in the reception class. Although the use of worksheets to structure the teaching in Years 1 and 2 has been useful in supporting inexperienced teachers, the co-ordinator is aware of the need to develop the teaching of mathematics in the school, to improve the quality of teachers' planning and to apply more rigorous criteria in her monitoring of teaching.
90. Comprehensive assessment procedures are in place and are used well to track pupils' progress year on year. They are not used well enough, however, to ensure that work meets the needs of different abilities in the class.

## SCIENCE

91. Overall standards in science are good. In the 2001 national science tasks for Year 2 pupils, teachers assessed that all pupils attained the required level (Level 2) or above in every aspect of the subject. These results are very high and place the school in the top five per cent of all schools. During the inspection, work seen indicates that most Year 2 pupils are working at the expected level, and the school has maintained the overall good standards seen in the previous inspection. However, little work at the higher level 3 was evident to make overall standards very high.
92. In Year 1, teachers direct pupils' work quite closely. This is appropriate, as pupils need more help if they are to understand how to conduct a fair test. They learn that materials behave differently, by investigating whether wet and dry sand runs through a sieve and what happens when a bottle of water and a bottle of sand are poured into a tray. Pupils enjoy taking part in these investigations and are excited by the results. Some work is not so well matched to the pupils' age. For example, watching the teacher create a 'volcano' by mixing soda and vinegar was exciting, but recording that it was due to a 'chemical reaction', was beyond the pupils' understanding. Some work is not presented in such an exciting way, but limited to completing work sheets.
93. By Year 2, pupils understand what makes a fair test and some can set up their own simple investigations. They work with great interest and concentration. They know a good range of materials and their properties, such as whether they are opaque or transparent, bendy or rigid. They use the local environment well to study pond life, minibeasts and materials. Through setting up a fair test, they discover that different surfaces affect the speed of toy cars when going down a ramp. They have a broad range of experiences to ensure that they develop a good understanding about all strands of the subject. A few pupils are beginning to work within the higher level (Level 3) in scientific enquiries. However, no work at Level 3 is evident in the other strands of the subject. This is because teachers do not plan explicitly for the more able pupils to be given different challenges in lessons, and worksheets sometimes limit pupils' learning. When the emphasis is on experiments and investigations, however, the more able pupils benefit from the opportunity to extend their own understanding. Pupils with special educational needs benefit from the practical approach to learning and achieve well against their prior attainment.
94. Science is taught regularly and pupils achieve good skills, good scientific vocabulary and good knowledge over time. Literacy skills are supported well through regular opportunities for discussion. Pupils record their findings satisfactorily, although their writing is sometimes limited by the reliance on worksheets. They are beginning to use ICT well to support learning, such as completing a graph to show the outcomes of their work on friction.
95. Two lessons were observed. The quality of teaching was satisfactory in one and very good in the other. Both featured a good emphasis on investigations. Year 1 predicted and then tested how to make a toy car go further down a ramp. Year 2 tested the 'bounce factor' of different balls, but this was difficult for them to conduct scientifically. Teachers gave the pupils the opportunity to make suggestions as to how to set up the test and pupils responded very well to this challenge. They came up with some interesting and valid ideas. Teachers used the appropriate scientific language

throughout the lesson and took pupils carefully through the process of conducting an experiment, observing what happens and recording the results. The clever use of a puppet in Year 1 engaged pupils' interest, and was used effectively to model the test. Year 2 pupils were encouraged to work co-operatively in groups and conduct their own tests, giving them independence and a chance to show initiative. Throughout the lessons, there was good use of speaking and listening skills.

96. The headteacher has just taken on the role of co-ordinator as there has been no consistent management of the subject for some time. She has good understanding of what needs to be done to improve the quality of teaching and learning in the subject. Through classroom observation, she has identified the need for pupils to have more opportunities to extend their thinking and the outcomes of this are already evident in the lessons observed during the inspection. The action plan accurately identifies the need to review teachers' planning, so that pupils' skills are progressively developed year on year. Another aim is for the more able to be given more challenging work. Finally, the school plans to introduce assessment tasks so it can monitor pupils' learning more accurately and identify strengths and weaknesses in teaching and learning. The school has identified the main issues and needs to implement these aims in order to ensure that pupils, especially the more able, achieve even higher standards.

## **ART AND DESIGN**

97. At the time of the last inspection, attainment in art was in line with national expectations. Evidence from the current inspection, including pupils' work, displays and lessons, indicates that attainment remains in line.
98. Art is used well to support other areas of the curriculum and, consequently, receives an appropriate time allocation. However, the time specifically devoted to art as a discrete subject with specific skills developed over time is limited. For example, the two lessons observed during the inspection were allocated the final half hour of the morning, so there was too little time to discuss what was expected of pupils to complete the task and insufficient reference to clear learning objectives.
99. Artwork in displays demonstrates careful use of paint, imaginative mixing of colours and effective composition. Standards of observational drawing are satisfactory. A variety of collage techniques are explored and work in a variety of media experimented with, such as tie and dye. Links to a visit by Tanzanian students and an African dancer provided pupils with good insights into other cultures. Paper sculpture African masks were particularly effective.
100. The quality of teaching in the two lessons observed was satisfactory, given the limited time available. Tasks were well prepared and pupils settled quickly to the activity. Teachers have good subject expertise and can provide appropriate support for pupils. The school retains examples of pupils' work, but this is not yet moderated and levelled. The curriculum is enriched by visits, including those to the National Gallery. Resources are satisfactory and well used.

## **DESIGN AND TECHNOLOGY**

101. It was possible to see only one lesson during the week, so information is taken from scrutiny of displays around the school, photographic evidence of pupils' work and discussions with pupils and teachers. In those aspects seen, the majority of pupils reach standards that are in line with national expectations and achieve appropriately for their abilities by the end of Year 2. Standards have been maintained since the previous inspection. However, teachers are placing a greater emphasis on design, which was identified as an area of weakness at the last inspection.
102. In Year 1, pupils develop well their understanding of structures as they use a variety of materials to construct different types of homes, including an igloo and a tepee. As they investigate adding foundations to models of their own homes, they begin to learn how structures can be made stronger and more stable. Pupils enjoy this activity and it is a measure of their enthusiasm that



several construct further models at home. One pupil proudly showed the design he had drawn for a conservatory at the back of his cottage.

103. In the lesson seen, pupils in Year 2 designed hand puppets. They examined a variety of puppets and considered the suitability of a range of materials before starting to design their own puppet. They created a pattern by drawing round their hands. Pupils' design skills are good, and they produced labelled designs for their puppets, which identified the materials to be used and the features to be included. The teacher built well on previous learning, as pupils used their sewing skills to make the puppets. She instigated a useful discussion, which effectively developed pupils' awareness of size, symmetry and joining methods. At the end of the lesson, pupils were provided with good opportunity to evaluate their designs and discuss possible problems and solutions. Pupils are enthusiastic about their design work. In conversation, they demonstrated their obvious enthusiasm for the subject as they described how they gained an understanding of simple mechanisms through making wheeled trucks in the previous term. They used appropriate vocabulary as they explained how they measured and cut dowelling to use as axles and described how they overcame the problem of fixing the axle to the truck.
104. Design and technology is taught once each term in a continuous block of time, rather than on a weekly basis. The co-ordinator monitors teachers' planning effectively to ensure that consistent progress is maintained in pupils' development of skills and understanding. In addition to the blocked units of work, design and technology is often usefully incorporated with other areas of the curriculum. For example, when pupils studied the story of the miracle of 'The Four Friends' in religious education, they designed and made a bed that could easily carry the sick man to meet Jesus. At present, there are no formal assessment procedures which are used consistently to identify individual strengths and weaknesses in relation to the levels of the National Curriculum, or to track pupils' progress as they go through the school.

## **GEOGRAPHY**

105. It was not possible to see any lessons in geography, as it is not time-tabled for this half-term. Evidence, therefore, was taken from an analysis of pupils' work and through discussions with the pupils and teachers.
106. Standards are in line with those expected, as they were at the previous inspection. Many pupils have visited countries abroad and are well informed about different locations. By Year 2, they have all visited London and know it is the capital city and that the River Thames runs through it.
107. Year 1 pupils describe the main features they see when coming to school from home. They progress to drawing an accurate map of the school grounds and use a simple key well to indicate the different features. Pupils make good gains in their geographical skills through this work. Other work is based on completing worksheets, which indicates that they know different uses of land and buildings, for example, but does not develop geographical skills so well.
108. Year 2 pupils join local schools in a project on Europe, during which time they learn about some landmarks in each country being featured, some associated food and the national flag for each. Pupils are encouraged also to find out some facts about their own choice of country, which supports their research skills. The project culminates in a social occasion where all schools combine to enjoy singing a French song together. Pupils also study the rainforest and locate where the main rainforest areas are in the world. The formal recording of this on an outline world map is not relevant to the age or experience of the pupils, nor is the detailed work on emergent layers and identification of tropical plants according to whether they are carnivorous or parasitic. The topic incorporates some useful environmental issues. For example, pupils have the opportunity to discuss the on-going destruction of the rainforests. Pupils cannot recall conducting a regular weather watch, or making or using maps and directional language to follow routes. Planning indicates that pupils study the sea-side next term. The school needs to review teachers' medium-term planning for the subject to ensure that it refers more to skills, is progressive and relevant to the age and experience of the pupils.

109. Pupils' learning is enhanced by visits and visitors. For example, some students from Tanzania spoke to the pupils about their country. Pupils visit places such as Brighton and Wisley Gardens as part of their studies. The Christmas production incorporated visits to several countries, which gave pupils the opportunity to gain a 'flavour' of each through songs, dances and actions.
110. The enthusiastic co-ordinator has worked on developing a new policy and is trialling a new scheme of work. She monitors teachers' planning and pupils' work, but has not yet been formally trained to monitor teaching. Resources have been improved and are now satisfactory. Parents are very good at sending in relevant pictures, books and artefacts. At present, there is no formal assessment of pupils' learning, which means that the school is unable to check that pupils are progressively gaining key geographical skills.

## **HISTORY**

111. It was possible to see only one lesson in history, so evidence was taken from an analysis of pupils' work and talking to pupils and teachers.
112. Standards in history remain in line with national expectations, as at the time of the previous inspection. They have a sound sense of chronology. For example, Year 1 recognise the difference between kitchens and bathrooms from 'long ago' and their own nowadays. They know which toys are old and which are new. They sequence bears to indicate which is older, newer and the newest. Year 2 know about some significant people of the past. They study the life of Florence Nightingale and know Anne Frank kept a diary when she was hiding during the war. They know of technical progress. For example, they know how Louis Braille became blind and subsequently invented a code for blind people. They had the opportunity to use braille cards to extend their understanding.
113. In the lesson observed, the quality of teaching was good. The teacher made good use of sources and resources to introduce the topic on the 'Great Fire of London'. A time line, portraits, and a pupil in costume engaged pupils' interest. The teacher used questioning about the costume and the portraits effectively, to draw out interesting differences in the style of dress then and now and between rich and middle-class. Many parents had taken their children to London to see the Monument and visit the Museum of London during half-term, so pupils are well informed. Many could relate details about the Fire and knew, for instance, that Samuel Pepys wrote a diary. During the recording activity, pupils with higher attainment were given the opportunity to use reference books for their own research, although not to locate specific information based on their own questions. Those with special educational needs were given appropriate support materials to help them complete the task successfully. Pupils are enthusiastic about history and several say it is their favourite subject.
114. The enthusiastic co-ordinator monitors teachers' planning and pupils' work, but has not yet been formally trained to monitor teaching. However, she has observed lessons and given verbal feedback to the headteacher. Resources have been improved and are now satisfactory. Parents are very good at sending in support materials and taking their children on relevant visits. At present, there is no formal assessment of pupils' learning, which means that the school is unable to check that they are progressively gaining historical skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

115. Standards have improved since the previous inspection. However, because of the higher national expectations, they remain in line with what is expected, as was the case in the last inspection. It was possible to observe only one lesson and a few pupils working individually on computers, so judgements were also taken from an analysis of pupils' work and a discussion with some Year 2 pupils.
116. Pupils know the different components of the computer and what they do and the majority know the function of special keys, such as the enter and return keys. Pupils are familiar with painting programs, as when they produce paintings to show their emotions in the style of Van Gogh. They

use data bases to produce bar graphs and are developing satisfactory word processing skills. They write sentences and then save, edit load and print. More able pupils confidently change font sizes and combine graphics with text. Pupils use CD-ROMs to find information and are learning to program a robot to follow a simple route. The school has plans to send and receive e-mails and, at present, pupils are practising sending e-mails to the other classes.

117. In a Year 2 lesson, where pupils were learning to use a programmable toy, the teaching was effective and pupils demonstrated how to program the toy to move forward and backward along a number track. They were clear about the procedures to carry out these manoeuvres. The teacher was well prepared for the lesson, with a number track marked out on the floor, and she gave clear instructions that pupils found easy to understand. The pupils made good progress in this lesson in learning the sequence of commands to direct the robot.
118. All pupils, including those with special educational needs, make sound progress in their learning. Each class has one time-tabled lesson in which pupils learn new skills each week. In addition, teachers ensure that every pupil subsequently spends about 20 minutes a week using the programs to support their learning and consolidate their skills. They monitor this effectively. ICT is used satisfactorily to support work in literacy, such as when pupils use their word processing skills to draft work for display. On the whole, however, there are insufficient opportunities for pupils to use ICT across the curriculum. Pupils enjoy working on the computer. They work very well independently and behaviour is good.
119. The co-ordinator is very competent and leads the subject well, ably supported by a school governor who is knowledgeable in ICT. Both are aware that the current ratio of pupils to computers does not meet nationally recommended guidelines planned for September and are working towards the purchase of more computers. New procedures for assessment and record keeping have been devised which will form the basis for a uniform assessment system, although it is not yet linked to the levels of the National Curriculum. The nationally recommended guidelines for the subject have been successfully implemented and are providing effective guidance for teachers.

## **MUSIC**

120. It was not possible to see a music lesson during the inspection. Limited evidence was gained from a discussion with pupils and the headteacher, from hearing pupils sing in the assemblies and from observing a video of the last Christmas production. Standards in music were judged to be satisfactory in the previous inspection. However, there is insufficient evidence to make an overall judgement about standards in music.
121. Pupils learn to sing a range of songs by heart. They use dynamics effectively to create different moods. In assemblies, pupils sing well, tunefully and confidently. Year 2 pupils recount and demonstrate how they clap and play an instrument to repeat a given pattern, or to keep a rhythm. They know some notation, but not all recall composing their own music and there appear to be some limitations in pupils' experiences in this aspect of the subject. They have listened to some different types of music and have good memories of some visiting instrumentalists. Pupils' writing, following the visit, indicates they learnt how the sound is produced on a trombone from a demonstration with some hose-pipe. They know that the long hose-pipe played lower sounds than the short piece. They learnt the names of the different instruments featured. Some pupils had the opportunity to be the conductor during the programme. Planning indicates that all areas are covered as required.
122. Music is played as pupils enter the hall for assembly. Teachers miss opportunities to extend pupils' musical knowledge, however, as they make no reference to the title, composer, type or origin of the music. The school has a satisfactory, if somewhat limited, range of untuned and tuned percussion. These include a range of attractive African instruments. Not all teachers are confident in this subject, but there is a scheme of work in place to support them. Some time allocations to the subject are very short and need to be reviewed. Records of pupils' achievement are beginning to be developed. It is not clear how the work is assessed and the way in which they are kept is not helpful for teachers to identify strengths and weaknesses in teaching and learning.

## PHYSICAL EDUCATION

123. It was possible to observe only one lesson in physical education so no overall judgement can be made on standards of attainment, or the quality of teaching and learning.
124. In the lesson that was seen, pupils in Year 1 demonstrated good skills in throwing and catching. The majority of pupils catch a ball from a distance of approximately four metres and more able pupils can catch from further than this. Most catch a bounced ball. More able pupils are developing good techniques for sending and retrieval. They know, for example, that it is important to keep one's eye on the ball and that to catch the ball successfully one must pull the ball in towards the body. There is no difference in the attainment of boys and girls and all work together well. Pupils with special educational needs are well supported and take a full and active part in the lesson.
125. Swimming is a strength of the curriculum provision for physical education. All pupils have the opportunity to swim once a week for six weeks in the summer term in the school swimming pool. Standards in swimming exceed national expectations. By the time pupils leave the school, almost half are able to swim at least 25 metres.
126. The subject co-ordinator is new to her role and has not yet had time to effect any impact on standards. She is aware that the policy for physical education needs review and that assessment procedures are not consistently implemented throughout the school. Some classes are allocated hall time for physical education lessons in the middle of another subject, such as numeracy. This causes disruption to the longer lesson and also can lead to the physical education lesson not always taking place, so these arrangements need to be reviewed.