

# INSPECTION REPORT

## **CHANDLERS FIELD SCHOOL**

West Molesey

LEA area: Surrey

Unique reference number: 125125

Headteacher: Linda Howells

Reporting inspector: John Bartholomew  
3641

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> December 2000

Inspection number: 224127

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	High Street West Molesey Surrey
Postcode:	KT8 2LX
Telephone number:	020 8224 4731
Fax number:	020 8224 4737
Appropriate authority:	The Governing Body
Name of chair of governors:	Toni Jackson
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Bartholomew 3641	Registered inspector	Art Music Design and technology	Standards Leadership and management
Philip Andrew 8986	Lay inspector		Care of pupils Partnership with parents Standards (behaviour and attendance)
Ian Stainton James 27061	Team inspector	English History	Care of pupils (assessment)
Lynne Palmer 31566	Team inspector	Under fives Science Information and communication technology	
Charanjit Ajitsingh 23588	Team inspector	Geography Religious education Special educational needs English as an additional language	Curriculum opportunities
Howard Chester 1033	Team inspector	Mathematics Physical education	Quality of teaching

The inspection contractor was:

Capital Inspections  
Chaucer Buildings  
Canterbury Road  
Morden Surrey  
SM4 6PX

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Chandlers Field is a large two-form entry primary school with a nursery. It is the result of an amalgamation of a junior and an infant school several years ago and occupies a very large site with several acres of green open space. A long uncovered walk separates the junior and infant buildings. The school serves an area dominated by local authority housing, where employment rates are quite high, but, in other respects, there is a significant level of social and educational disadvantage. There are 396 pupils on roll, of whom around 24 per cent are entitled to free school meals. Most of the pupils are of white English heritage, but there is a growing number of pupils from ethnic minorities, especially of Bangladeshi origin. Fifty eight pupils speak English as an additional language (EAL). This is a high percentage and has been increasing over a period of years. Almost half of these pupils are at an early stage of English language acquisition. Almost 25 per cent of pupils are on the register of special educational needs and, of these, 7 have statements, with a further 4 statements pending. This is an above average level of special needs. The pupils are tested on entry to the reception class, using the Surrey County baseline screening. The average baseline score is consistently well below the LEA norm and has been since these records began in 1993.

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

This is a good, effective school which is going from strength to strength. Standards are broadly in line with those in similar schools, except in science. There has been a steady rise in standards during the last few years – the school is maintaining a consistent improvement in attainment. Good value is added from a low baseline and the pupils make good progress through the school. Pupils' attitudes and behaviour are very good. The quality of education provided, especially teaching, is good. The leadership and management are very good. The school has shown a marked improvement since the last inspection. The school serves a neighbourhood with quite high levels of social and educational disadvantage. The unit cost per pupil (income) is in line with similar schools. The school, therefore, provides good value for money.

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

- Standards have improved steadily in recent years and good teaching ensures that pupils of all levels of ability make good progress in each age group.
- The school's procedures for assessment are very effective.
- The behaviour of pupils and their attitudes to school are good.
- The school has overcome a poor local reputation to forge a very good partnership with parents.
- The headteacher's leadership is very good and she is well supported by staff and governors.
- The school offers a broad curriculum, particularly well enriched by extra-curricular activities.

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

- The school should set challenging targets to improve attainment in science.
- The school should further improve its standards in writing and spelling.
- Teachers' subject knowledge in music and physical education needs to be further developed.
- The school has not published its statutory targets in the annual report to parents.

*The strengths of the school now greatly outweigh its weaknesses but the areas for improvement will form the basis of the governors' action plan.*

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

The school was last inspected in 1998, at which time it was said to provide unsatisfactory value for money and was considered to have serious weaknesses, especially in the areas of standards and teaching in some classes. This is no longer the case. The school was visited by HMI in 1999, who reported satisfactory progress in all of the key issues, with good progress in pupil attendance. Since then, improvement in the management of the school and in the quality of teaching and education provided has been very good. The school has steadily improved its results in National Curriculum tests and, compared with similar schools, pupils obtain satisfactory results in most subjects by the time they leave the school at the age of 11. However, there is still room for improvement in writing

and science. The strong leadership and the committed teamwork of the staff provide a secure foundation for further improvement.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E	E	E	D
writing	E	C	E	D
mathematics	E	D	D	D

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

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	E	C	C
mathematics	D	E	D	C
science	C	E	E	E

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

The school's test results have improved from year to year since the last inspection, although there was a dip in the 1999 Year 6 results. In 2000, although a good number of Year 2 pupils reached level 2, few went on to the higher level 3. At Key Stage 2, the school achieved its published target of 65 per cent reaching Level 4 in mathematics. The English target of 68 per cent was exceeded by 4 per cent. Inspection findings show that, except in science, where they are unsatisfactory, standards when pupils leave the school at the end of Year 6 are broadly in line with those in similar schools. This judgement is based on a study of recent test results, work in progress during lessons observed and the work seen in pupils' books this term. The pupils consolidate basic skills in the early years and infants classes and go on to make good progress through the juniors.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and have good work habits.
Behaviour, in and out of classrooms	The pupils behave very well. They are polite and considerate. Movement about the school, even where unsupervised, is orderly. Behaviour remained good throughout a wet inspection week.
Personal development and relationships	Pupils are well supported in their personal development. Relationships throughout the school are very good. Adults provide good role models. The pupils respond well to this good provision.
Attendance	There has been a marked improvement in attendance over the last three years, and it is now in line with national averages.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

No unsatisfactory teaching was seen. Almost all the teaching observed (91 per cent) was at least good and over a third (36 per cent) was very good or excellent. Literacy and numeracy are well taught and other curriculum subjects have benefited from some of the strategies used in teaching mathematics and English. Pupils of all abilities make good progress and teachers are skilled in challenging them at an appropriate level. The pupils understand what they have to learn and always settle down to work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a broad and balanced curriculum which is relevant to the needs of all pupils. The foundation stage has been very well implemented.
Provision for pupils with special educational needs	These pupils are well provided for. The very good support by learning support staff contributes to this good provision.
Provision for pupils with English as an additional language	The provision for these pupils is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides good opportunities for the personal development of pupils, with particular strengths in moral and social development.
How well the school cares for its pupils	The school has a high standard of care for its pupils and the adults are aware of the needs of all the pupils.
How well the school works in partnership with parents	The parents are very supportive of the school and appreciate the good level of contact and partnership.



The school curriculum meets all statutory requirements. The school cares well for its pupils, and monitors academic and social progress thoroughly. The care, linked with procedures such as individual target setting and discussion, provides a good, calm, but stimulating, learning atmosphere which contributes to pupils' progress. The broad range of opportunities meets the interests, aptitudes and particular needs of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the head is very good and has been a key factor in bringing the school from serious weakness to the much improved position it now enjoys. She is well supported by a capable senior management team and tasks are effectively delegated.
How well the governors fulfil their responsibilities	The governors have gained in confidence and now participate strongly in the management of the school. They are basically very supportive, but capable of challenging the school from time to time.
The school's evaluation of its performance	The school makes good use of attainment data and other information to compare its performance with other schools. There are good internal monitoring systems.
The strategic use of resources	Staff are well deployed and the teaching assistants offer very good value. Financial control and office administration are very good.

Resources are more than adequate to meet the needs of most subjects. The accommodation is spacious and used to the best advantage, although the distance between the buildings presents difficulties at times. The school applies the principles of best value well, both in its evaluation of its own performance and ensuring that its money is well spent.

## 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>• The manner in which the school deals with questions and problems.</li> <li>• The good progress their children make.</li> <li>• Their children like coming to school.</li> <li>• Good teaching and the teachers' high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework.</li> <li>• Information from the school on progress.</li> <li>• The range of activities outside lessons.</li> </ul>

The negative comments were expressed by a small minority. The inspectors found that the information on pupils' progress is good and that the range of activities outside lessons is very good. Homework provision is satisfactory.

## **PART B: COMMENTARY**

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

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

1. The school has been carrying out baseline testing since 1993. This testing, administered soon after pupils are admitted to the reception class, produces a figure indicating how the pupils compare on entry with those in other schools. There are no national comparisons, but the school's quotient has consistently been well below the county average. These figures give a strong indication that the pupils at Chandlers Field are operating from a lower starting point than most other pupils do.
2. Most pupils in the nursery and reception classes are on course to reach the Early Learning Goals. Their learning experience lays a good foundation for continuing progress and improving standards throughout the school. The attainment of pupils seen in the nursery and reception classes was satisfactory in all the areas of learning with good standards being achieved in personal and social development.
3. In 2000, the tests at the end of Year 2 showed the Key Stage 1 pupils achieving below the national average in reading, writing and mathematics. When compared with similar schools, the result was also below the national average in each subject. A factor in 2000 was the high proportion of summer born pupils in the year group. The results over the last four years show an improving trend, while there has also been a similar national improvement. The school's achievement in 2000 was that a strong focus on reading skills improved the average attainment so that there were more good Level 2 results and less borderline (2c) pupils. However, the focus on reading had a cost in terms of fewer pupils performing well in writing, where no pupils achieved the higher Level 3. In science, teacher assessment showed pupils well below average at Key Stage 1. Reception baseline screening of this group showed that the boys had been well below girls on admission and the whole group well below the average. Progress, except in science, was, therefore, satisfactory for this group.
4. The results obtained by pupils of Year 6 in the year 2000 indicate that the number of Key Stage 2 pupils obtaining Level 4 in English and Mathematics, while below national averages, was in line with the average for similar schools. In science, they were well below average. An above average number of pupils reached Level 5, the higher level for this age, in English. In mathematics, the proportion of pupils achieving Level 5 was in line with the standards achieved by similar schools and in science it was below. The Level 5 performance above the averages for similar schools in English was a particularly good achievement. There has been a steady improvement in mathematics results over four years, but science results have declined this year. The school is now paying more attention to preparation for science tests to reflect the good work seen in classrooms during the inspection. The school considers that setting in mathematics and English has had a good effect on the performance of all pupils. Overall, comparison with the same pupils' performance four years ago at Key Stage 1 shows that they have made good progress since the Year 2 tests. Almost all the pupils made a two or, in some cases, three level gain in the core subjects and, for most of the others, the gain made represented a good achievement for them. Progress in Mathematics and English through the school from a low baseline is good, overall. In science, it is unsatisfactory.
5. The school has carefully analysed its test results and other data and an aspect of the successful leadership in the school is the way in which lessons learned from this are being consistently applied in a drive to raise standards. Work in progress in both key stages indicates that standards are continuing to maintain the improvement demonstrated by tests. Standards are satisfactory in English (although stronger in speaking and listening and reading than in writing and spelling) and mathematics and most other subjects are also satisfactory. Attainment in RE is in line with the locally agreed syllabus in both key stages. There is good work in design & technology and art. At Key Stage 1, standards are unsatisfactory in science and at Key Stage 2, they are unsatisfactory in science, where the pupils' skills in recording their learning is poor and PE, where progress in recent years has been inconsistent.

6. Since the last inspection, the provision for and progress by pupils with special educational needs has been maintained and enhanced. Pupils with special educational needs make sound progress in relation to their prior learning. They continue to meet the specific targets in their individual education plans, which are reviewed once a term.
7. Since the last inspection, the numbers of pupils for whom English is an additional language have increased and there are now 58 pupils who between them have 14 first languages. Pupils who receive support for English as an additional language (EAL) make good progress in relation to their prior learning. They continue to develop skills in speaking and listening, reading and writing and their achievement is effectively reviewed once a term.

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

8. The positive attitudes of the pupils to the school, their good behaviour, their inter-personal relationships and their personal development are a major strength of the school. The calm, friendly and welcoming atmosphere of the whole school reflects the strong leadership of the head and staff and provides an environment that underpins the attainment, progress and development of all the pupils.
9. Behaviour across the school is good in the classrooms, playground and dining hall and excellent behaviour with a very high level of focused concentration was noted in one of the junior assemblies. The comments at the parents meeting and the answers to the parents' questionnaire demonstrated that the parents believe that the behaviour is good. In the lessons observed during the inspection, behaviour was noted as good or better in 93 per cent of the lessons. There were no incidences of any oppressive behaviour seen during the inspection and no evidence that any took place. There have been 2 exclusions in the last year.
10. The pupils have a very positive attitude to learning and like to come to school. In lessons, they listen attentively to the teachers and are keen to answer questions. When working individually and in groups, they work hard, maintain their concentration and help each other. In assemblies, in circle time and in class, they clearly respect each other's views and opinions. This positive attitude to school and to learning is enhanced by the support shown for the many after school activities and clubs.
11. Pupils with special educational needs have positive attitudes to learning. They relate well to other pupils and teachers, show a lot of interest in school life and participate fully in school activities. Pupils who have EAL, also have positive attitudes to learning. They relate well to other pupils, to their language support staff and to other teachers and classroom assistants. They show a lot of interest in school life and participate fully in school activities.
12. The very good relationships between the pupils and the adults and amongst the pupils themselves are a great strength of the school. The pupils are very willing to undertake responsibilities, for example the prefects from Year 6 helping with the infants at lunchtime and others role-playing to illustrate moral stories in assembly. Good interpersonal relationships and the acceptance of responsibility help the pupils to develop their personalities, to feel confident in themselves and give them an insight into the duties of citizenship.
13. Attendance at 94.4 per cent is satisfactory and in line with the national average. This satisfactory level of attendance has resulted from a sustained effort by the school. The level has been raised by 2.7 percentage points over the last three years.

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

14. The teaching and learning are good, overall, with some very good aspects. During the inspection, all the lessons observed were satisfactory or better, 91 per cent of lessons were good or very good and 36 per cent were very good including one that was excellent. There was no significant variation in the quality of teaching across the key stages. There has been a distinct improvement in the quality of teaching since the last inspection. This reflects the quality of the school's leadership which has emphasised the need for a high level of consistency and professionalism from the teaching staff. The influence of the teaching methods advocated by

the literacy and numeracy strategies is seen across the whole curriculum and the teachers work from a very good knowledge of their pupils' prior attainment. Teaching of English and mathematics are both good and, in science, although attainment has recently been unsatisfactory, it is likely that the good teaching seen will bring about an improvement.

15. The quality of teaching in music is limited by poor subject knowledge. Teachers will need to increase their knowledge of skills coaching in physical education in order to raise further the standard of work achieved by the pupils. In RE, teachers are not always able to draw out the religious significance of some of their material, especially in world religions other than Christianity. This said, teachers' knowledge of the subjects is generally good. In both English and mathematics teachers make good use of technical vocabulary, which enables the pupils to develop a good understanding of these subjects. At its best, this enables them to present lively and interesting lessons. It enables them to give clear explanations and to build the pupils' learning in a progressive way. Good use is made of a range of suitable text books, where in, for example, history, a collection of books on the Romans are written at different levels of reading difficulty. In English and mathematics, teachers have a good understanding of what is needed to construct good literacy and numeracy lessons. The format of lessons in literacy is thoughtfully varied so as to suit the attainment level of the pupils. Literacy is promoted in other areas of learning; for example through the use of writing frames to develop extended writing in science. Throughout the school, wall displays make use of informative labelling and pupils' writing to illustrate work completed or in progress. Numeracy is further developed beyond the mathematics lessons by the use of measurement, graphs and simple calculations in design technology, science and history. Teachers' knowledge and understanding of information technology has improved since the last inspection, enabling basic skills in this area to be well taught. As yet, information technology is not extended sufficiently across other subjects of the curriculum.
16. Teachers' planning for lessons is very effective. It is based on learning objectives, which are made clear to the pupils so that they understand well what it is they are learning. Objectives are often written up for pupils to see and often these are well illustrated by pupils' own work, once completed. This has the effect of not only helping pupils to value their work but of allowing them to refer back later to just what it was they were learning. The planning also includes teachers' own evaluations of the progress made in lessons, so that they are able to make good progress as a topic proceeds from one lesson to the next. Teachers make use of the school's standard agreed procedures for planning and often plan work together, helping them to achieve consistency across the school. The arrangements for setting by ability in English and mathematics enable teachers to plan work to a narrower range of attainment than in whole classes. Whilst this is mostly effective, there are some lessons where work needs to be better suited to the range of attainment in the set. Planning for pupils with special educational needs is good, where, for example, a teacher has commented on her planning sheet that pupils will 'need to go back over yesterday's work to review their understanding of vowel sounds'.
17. Teachers' expectations of what the pupils should be able to do are generally high. They set realistic yet challenging targets for what should be achieved and in mathematics and English (although not in science) these are written into their books. Teachers' marking of books often also contains clear comments of encouragement and guidance on the expected standard of work.
18. There is good support provided specifically by the special educational needs co-ordinator, teacher and classroom assistants in classes to support pupils with special educational needs in their lessons and to promote their learning of literacy and numeracy skills. In addition, the special educational needs teachers and other specialists, provide specific learning support for statemented pupils with physical, sensory, behavioural and learning difficulties. Class teachers take into account the attainment and needs of pupils with special educational needs to support them in their lessons. On one morning each week, effective, specific support for pupils with EAL is provided by a teacher from the Surrey Inter-cultural and English Language Service in Key Stage 1. Classroom assistants, particularly one who is a Bengali speaker, are proving very valuable both in classes to support pupils for whom English is an additional language in their lessons to promote the learning of literacy and numeracy. This support is particularly effective

for the nursery refugees and newly arrived pupils from abroad. Class teachers take into account the attainment and needs of pupils with EAL to support them in their lessons.

19. Teaching methods are effective across the school, with teachers following the guidance of both the National Literacy and Numeracy Strategies. Teachers challenge pupils' knowledge and understanding through constructive questioning, which at its best requires pupils to explain their answers. Activities for the pupils to complete are closely related to the objectives of the lessons. Schemes of work have been introduced in all subjects, following the guidance provided nationally by the Curriculum and Qualifications Authority. Teachers are putting these guidelines into practice in such a way as to raise the overall quality of teaching and the standards achieved by the pupils.
20. Children's behaviour is well managed in the classroom and around the school. This contributes to a calm learning atmosphere in which all pupils, including those with special educational needs and those whose first language is not English, are able to apply themselves well to their work. Classroom assistants and learning support assistants support those pupils very well who experience concentration and learning difficulties. The organisation of lessons and the pace of work mean that time is very well used, without pupils feeling unduly pressured. Lessons are often broken down into short sections with changes of pace and activity, which enables the most to be got from the time available. Most lessons have clear introductions, pupil activities and often a short summary where the teacher can measure the extent to which the pupils have understood the ideas of the lesson. At best, these plenary sessions are used to further extend pupils' learning and make connections across the curriculum, where for example attention was drawn to the connections between percentages and what the pupils already know about decimals. Children's and teachers' time keeping is good with work always getting off to a good start after breaks. Teachers make appropriate use of information technology in planning their work and in recording pupils' achievements.
21. Teachers assess pupils' work continuously during lessons as well as more formally at the end of topics and in the annual tests. The on-going assessment is effective, because teachers use it to help them modify lessons where necessary and to plan future work. They make clear to pupils how well they are doing
22. Homework is set on a regular basis, including work in mathematics and English, which is then checked by teachers in class. Parents are encouraged to take note of what their children are reading and to write a comment in their homework book. In mathematics, more formal homework is supplemented by a helpful leaflet to parents which outlines the course of work and gives suggestions for out of school mathematical activities which parents can do with their children. The amount of homework set is satisfactory.
23. The overall good quality of teaching is having a positive effect on pupils' progress. The teachers' clarity in what needs to be learnt means that progress is generally good. Pupils are usually challenged by the pace and level of work in lessons. The teaching also has a positive effect on the social skills of pupils, for example in under-fives dressing themselves and participating in their own registration. In history, pupils are developing independent learning and research skills. In a club that provides extension activities, a group of pupils are running a shop where they plan and cost the products themselves. The pupils show a keen interest in their work and are prepared to explain and talk about what they are learning. With the careful planning which teachers and support assistants give to their work, pupils with special educational needs and those for whom English is an additional language progress well.

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

24. One of the key issues in the last inspection report was the weakness in planning for continuity and progression as some subjects lacked detailed schemes of work. Her Majesty's Inspectors in their subsequent visit noted that while schemes of work had not been adopted for some subjects, work done on differentiated planning for science provided a good model for future schemes.

25. Evidence gathered during the current inspection suggests that the school provides a broad and balanced curriculum and makes it very relevant to the needs of its pupils. It meets the requirements of the National Curriculum for all subjects, the foundation stage (the nursery and reception classes) and the Surrey Agreed Syllabus for religious education. Provision for basic skills is effectively made through the school's effective implementation of the National Literacy and Numeracy Strategies. Curriculum 2000 has been implemented, but is not yet fully embedded, as it is in its first term. The policies for health, drugs and sex education are fully in place and these aspects of the curriculum are provided mainly through science and Year 6 have the opportunity of watching a sex education video.
26. The whole curriculum is planned carefully in the long and medium term and a good overall planning structure is in place. More detailed planning takes place at meetings between teachers of each year group. The school meets national recommendations for the amount of teaching time each week. These arrangements provide a range of worthwhile opportunities, which meet the interests, aptitudes and particular needs of all pupils, including those with special educational needs, those who have EAL, as well as those on the 'able pupils' register. The curriculum, overall, offers equality of access to all pupils and no pupil is withdrawn from any aspect of it. The Code of Practice for special educational needs is met through the provision of additional support, which is linked to specific and measurable targets in individual education plans. Equality of access and opportunity is written into every policy statement. All who work in the school know its pupils well, know the reasons why individual pupils do not do as well as others and take effective action to support them. There are more boys than girls in certain year groups and there is increasing intake of pupils from minority ethnic backgrounds; in terms of role models there is only one male teacher and a bilingual classroom assistant.
27. Pupils with special educational needs have full access to the whole curriculum including the National Curriculum. A small group of pupils are withdrawn from classes for a short period for boosting their literacy or are taught in smaller sets to improve their literacy and numeracy skills. These arrangements support their achievement
28. Pupils who have EAL also have full access to the whole curriculum, including the National Curriculum. Pupils are withdrawn from classes only for a brief period to help improve their language skills; most teaching of EAL pupils is integral to their classroom work and this is appropriate.
29. The curriculum is considerably enriched by lunchtime clubs and out of school activities, by educational visits and by visitors to the school. This is a strength of the school and these activities are open to all pupils regardless of race, gender and disability. The school has artists-in-residence, an environmental club, visits from local community services such as the Fire Service, residential visits and camping weekends for Years 5 and 6. Together with French, Italian and Bengali clubs, there is participation in dramatic and musical presentations in Guildford Civic Hall and other venues, choir, orchestra, dance, sport, athletic and gymnastic clubs and teams. This amounts to an unusually rich provision involving large numbers of pupils and a considerable additional commitment by teachers and others who volunteer to help. The school is a venue for local community events. There are also good links with the local feeder secondary schools, with whom the school puts on occasional joint productions.
30. There is good provision for the personal development of the pupils that is very well demonstrated by their behaviour, attitudes and friendliness. To visitors entering the building, the whole school feels relaxed, welcoming and comfortable.
31. There is satisfactory provision for pupils' spiritual development. Time and space are provided in assemblies for quiet contemplation to consider the problems and feelings of others. There is discussion of issues and problems that could affect their pupils and examples given as to how others have faced these issues. However, there is a somewhat limited acknowledgement of wider spiritual aspects.
32. The provision for pupils' moral development is good and this is interwoven into the whole curriculum and the programmes of assemblies. The good results are shown by the attitudes of the pupils in the classrooms towards their learning and in their attitudes towards each other and

to all the staff in the school. Pupils are made aware of right and wrong by adults who are themselves very good role models

33. The provision for social development is good and underpins many of the strengths of the school. Many examples were noted during the inspection, for instance, the organisation of the dining halls and the resulting good behaviour at table, the development of leadership skills, the self-confidence of the pupils in speaking and taking part in assemblies and their gregarious interaction with adults. The wide range of extra-curricular activities gives added opportunities for social development.
34. There is a good range of cultural activities in the school. Art is a strength and pupils appreciate the work of artists. They also listen seriously to the range of music which is regularly played to them. These help to develop a greater range of understanding by the pupils. There is a Bengali club and an acknowledgement of others' languages and an acceptance of each other. Pupils with special educational needs and those with EAL are given the opportunity to take full part in school activities and to take responsibility for themselves with additional encouragement from other pupils and staff. This helps their spiritual, moral, social and cultural development.

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

35. Care is a strength of the school and demonstrates the commitment of the head teacher and staff to raising attainment and to providing for the full social and academic development of all the pupils.
36. The procedures for child protection are good and fully understood by all the staff. There is a named member of staff responsible for the systems and any action. The school works closely with outside agencies and is supported by the educational welfare officer, where appropriate. The programmes for routine health and safety checks have been satisfactorily completed within the correct time scale. A number of pupils, across all age groups, were asked about the procedures in the event of the fire alarm being sounded and all were fully conversant with the correct drill.
37. The procedures for monitoring and improving attendance are good, as is shown by the improvement in the level of attendance since the last inspection three years ago. Attendance is now in line with the national average. The educational welfare officer fully supports the school's procedures and helps in their implementation. Registration is carried out efficiently, with effective use of the time, at the start of the morning and afternoon sessions. However, the system for recording late arrival, whilst working efficiently in accordance with the school policy, does allow for a liberal definition of what is late.
38. The procedures for monitoring and promoting good behaviour and for the elimination of oppressive behaviour are good. The procedures are clearly understood by all the staff in the school and are applied consistently. In order to reinforce the procedures, the teachers have formed a 'problem solving group' to help agree methods for any pupils who may have particular problems. The effectiveness of these policies and actions is demonstrated across the school by the good standards of behaviour of the pupils.
39. There are very good procedures for monitoring and supporting pupil's personal development, founded on the good knowledge that teaching and non-teaching staff have of the individual pupils. Well kept records clearly show the progressive development and improvement throughout the time the pupil spends at the school.
40. The support for the pupils with special educational needs is very good and is closely monitored by the Special Needs co-ordinator on the basis of individual need. Pupils with EAL are also very well supported.
41. The use and effectiveness of assessment was a key issue at the last inspection. The school has moved on very significantly since that time. The policies and systems of assessment are very good and have been instrumental in raising pupils' achievements in the school. All assessment information is well organised and is used by teachers to assist their future planning.

In teachers' planning, relevant notes are made for future lessons, often colour coded, such as "will need to review vowel digraphs – poor response this lesson". Very good records are kept to track pupils' academic and personal development. These, together with the very good knowledge that teachers have of their pupils ensures that precise information is kept regarding pupils' strengths and weaknesses and that support is directed effectively to the pupils who need it most.

42. Through the regular system of assessment that takes place, pupils receive individual targets in English and mathematics which help in the identification of pupils' progress in these core subjects. The detailed analysis of results from various tests inform the school clearly of the differences in attainment that may be occurring by gender or by ethnic differences. This information is used well to ensure that the needs of all pupils are met, particularly in providing support for pupils who have EAL and those with special educational needs. All teachers make use of assessment very well in all subjects and this results in teachers making useful predictions and setting appropriate targets for their pupils throughout the school year.
43. Assessments of pupils with special educational needs and EAL generally relate to the targets set in their individual education plans or to their prior attainment in relation to the national standards. Pupils with special educational needs are also helped through additional support provided by the support agencies such as educational psychologists and health professionals with whom the school maintains good liaison. The school also maintains good liaison with the Surrey Inter-Cultural Service. The school collects data and analyses results by ethnicity. The school's procedures ensure that pupils from differing cultural heritages are also well catered for and their needs met.

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

44. The parents' very high opinion of the school is demonstrated by their answers to the questionnaire, comments made at the meeting for parents and the vast majority of the comments made by parents during the inspection. The school works hard to involve the parents in all aspects of their children's education and parents respond positively to this. They also recognise the contribution of the headteacher to the improvements that they have seen.
45. The school is successful in ensuring effective links with parents. The school stresses the benefits of a strong partnership between home and school and this is reinforced by the home/school agreement and through reading and homework diaries. In the questionnaire, 92 per cent of replies stated that the school works closely with parents and this position was confirmed at the meeting with parents. There is easy and informal communication between parents and the headteacher and staff on a daily basis, and in the replies to the questionnaire 99 per cent said the school deals well with parents' questions and problems.
46. Parents have a close involvement with the work of the school. Many parents come into school to help in the classrooms, particularly in the infant classes; in addition, four or five other adults come in to help. The school provides training in the best method of hearing pupils who are learning to read. There is parental help with after school clubs particularly with rugby and with organised school visits and excursions. The school association is very active and raises each year about £10,000 to provide additional equipment and facilities.
47. The quality of information provided for parents is very good and, in the answers to the questionnaire, 92 per cent stated that they were well informed on progress. The school provides clear, well-written reports at the end of each school year. Parents are welcome to discuss the reports with the teacher. There are planned meetings in the autumn and spring terms to discuss progress and targets for improvement; approximately 94 per cent of parents attend these meetings. The school is flexible in accommodating those who cannot come at the proposed time. Newsletters keep the parents well informed on general matters and there are letters sent each term, outlining the curriculum to be covered.
48. Parents of pupils with special educational needs are kept informed and some get involved in supporting their children's learning. There is a helpful booklet for parents called 'A Guide to SEN' and the co-ordinator organised training courses for parents last year and also ran a co-



ordinated programme of 'Partnership with Parents'. Some parents of pupils on the higher stages of the special educational needs register support them at home and at school in line with their individual education plans. They are encouraged to take part in the formal review of their children's progress. Parents of pupils with EAL are also kept informed and some get involved in supporting their children's learning. Recently, curriculum workshops organised by the headteacher were supported with translation by the bilingual support assistant to create awareness among Bengali parents enabling them to assist in their children's learning.

49. The parents often make a good contribution to their children's learning. This is particularly the case where parents make good use of the homework and reading diaries and many use these for communicating with the teachers.

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

50. The leadership by the head is very good and has been a key factor in bringing the school from having serious weaknesses to the greatly improved position it now enjoys. She is well supported by a capable senior management team and tasks are effectively delegated. The governors have gained in confidence and now participate strongly in the management of the school. They are basically very supportive, but also challenge the school from time to time where this seems to be needed.
51. The head has raised the profile of the school, which in the past has not enjoyed the highest reputation in the neighbourhood. She has achieved a high level of parental confidence. She communicates a strong vision for the future improvement of the school. It is expressed with clarity and focused on raising achievement. To support this, she has set in place very effective systems for planning, monitoring, consultation and assessment.
52. The deputy and a group of key teachers form a strong management team. The management responsibilities of staff, for example the subject co-ordinators, are well defined. The subject co-ordinators produce status reports on their areas of responsibility which enables the head to be aware of their current priorities and activities. Their work is well monitored by the senior management team.
53. The special educational needs co-ordinator is responsible for co-ordinating the work of special support assistants, who work with statemented and non-statemented pupils. She organises training for them and the teaching staff. She carries out her statutory functions properly and conscientiously. She also monitors the progress of pupils with SEN and leads the school effectively in developing provision for them. She is effective in carrying out these tasks. The policy on special needs is in the process of being updated. There is a designated special needs governor who, although recently appointed, is knowledgeable about issues and maintains a close contact with the co-ordinator.
54. The senior management team is well aware of the changing intake in the school. They support the work of the teacher and co-ordinator for pupils with EAL and the teaching and support staff. The co-ordinator maintains and updates the register of pupils who get EAL support and their stages of language development. She undertakes regular reviews of pupil progress and helps them to be fully integrated into mainstream. The Special needs co-ordinator combines managing the provision of EAL with her SEN work. She recognises the different needs of each of the groups and carries out this task effectively.
55. The governing body is well organised, knowledgeable and active. Governors are successful in combining good support for the school with the necessary element of challenge which ensures that the school is fully accountable. They have a good level of awareness of the school development plan, which is curriculum led. Their financial planning is guided by the priorities in the development plan. Financial control is good, as are all aspects of the day-to-day administration of the school. They carry out all statutory requirements except in one respect: in the last annual report to parents, they failed to publish their statutory targets.

56. The governors and management of the school are successful in applying the principles of best value. The school sets targets to encourage increases in attainment levels. These are challenging for the most part and have been achieved in the last year. On occasion, they are amended upwards internally when it becomes apparent that the school is comfortably on course to achieve them. There is, however, scope to raise the level of challenge further, particularly in science where targets have not yet been set, as the school's confidence in the ability of its pupils develops. Governors make full use of data comparing the school's performance with other schools. There are a number of mechanisms for consultation, including parents' questionnaires, a tear-off slip on the regular newsletter, accessible parent governors and reasons carefully explained where the school does not agree with suggestions. Quotes are obtained for major jobs and the school takes advice from the Local Education Authority on value for money issues.
57. Staffing, accommodation and learning resources are all more than adequate. They are well used and contribute to the good progress made by pupils.

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

58. The school has made very good progress in addressing the issues raised in the last inspection. However, there are still some areas where improvement is needed. Further details of these areas can be found in the paragraphs cited. To maintain the improvement, the headteacher and governors, in their action plan, should put measures in hand to:
- set challenging targets to improve attainment in science (see paragraphs 3, 4, 17, 86, 87, 90);
  - further improve standards in writing and spelling (see paragraphs 3, 4, 5, 69, 74, 75);
  - develop teachers' subject knowledge in music and PE (see paragraphs 15, 117, 122,123);
  - publish its statutory targets in the annual report to parents (see paragraph 55).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	35	55	12	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	363
Number of full-time pupils eligible for free school meals		70

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	7	104

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	58

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	5.19
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.41
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	31	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	17
	Girls	25	25	29
	Total	40	37	46
Percentage of pupils at NC level 2 or above	School	76 (80)	71 (85)	88 (80)
	National	84 (82)	71 (83)	88 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	12
	Girls	26	26	23
	Total	41	42	45
Percentage of pupils at NC level 2 or above	School	79 (83)	81 (83)	68 (93)
	National	N/A (82)	N/A (86)	N/A (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	22	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	18	14	17
	Total	33	30	35
Percentage of pupils at NC level 4 or above	School	72 (64)	65 (58)	76 (70)
	National	75 (73)	72 (71)	84 (81)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	18	15	17
	Total	33	32	35
Percentage of pupils at NC level 4 or above	School	72 (58)	70 (54)	76 (72)
	National	N/A (68)	N/A (70)	N/A (81)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	5
Pakistani	
Bangladeshi	17
Chinese	1
White	302
Any other minority ethnic group	9

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*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-6**

Total number of qualified teachers (FTE)	20.3
Number of pupils per qualified teacher	21
Average class size	25.4

#### **Education support staff: YR-6 ]**

Total number of education support staff	13
Total aggregate hours worked per week	254

#### **Qualified teachers and support staff: nursery\***

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34

Total number of education support staff	2.4
Total aggregate hours worked per week	

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	801021
Total expenditure	807338
Expenditure per pupil	1861
Balance brought forward from previous year	43365
Balance carried forward to next year	37048

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	396
Number of questionnaires returned	116

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	39	2	0	0
My child is making good progress in school.	69	45	1	0	1
Behaviour in the school is good.	50	58	1	0	1
My child gets the right amount of work to do at home.	41	59	9	0	1
The teaching is good.	73	41	0	0	2
I am kept well informed about how my child is getting on.	52	54	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	87	28	1	0	0
The school expects my child to work hard and achieve his or her best.	63	50	0	0	3
The school works closely with parents.	56	51	8	0	1
The school is well led and managed.	69	43	2	0	2
The school is helping my child become mature and responsible.	58	56	0	0	2
The school provides an interesting range of activities outside lessons.	61	45	6	0	3

### Summary of parents' and carers' responses

The parents' views of the school are overwhelmingly positive. In particular, they like the good teaching, the progress their children make at school and the school's attitude to their questions and problems.

### Other issues raised by parents

A tiny minority raised questions about homework, information on pupil progress and the range of outside activities (see main findings).

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

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

59. There are 67 pupils in the nursery and 51 pupils in the two reception classes. The nursery pupils attend part time, either morning or afternoon sessions and, at the time of the inspection, all of the reception class pupils, except for those who are autumn born, attended mornings only. All pupils start the reception classes in September. Many pupils begin nursery with poorly developed skills in speaking and listening. This is confirmed by the nursery screening process which indicates that attainment is lower than the expectation in all the nationally agreed areas of learning. On entry to the reception classes, attainment remains low although good progress is made in the nursery classes through the good and, at times, very good teaching. By age five, the majority of pupils are likely to achieve the early learning goals. They are likely to exceed expectations in personal, social and emotional development and some higher attaining pupils will exceed expectations in communication, language and literacy and mathematics. In both the nursery and reception classes, the very good quality of display and learning resources stimulates pupils' curiosity and promotes and fosters a positive attitude towards learning. The very well-organised classrooms, with designated areas of learning which match the six areas of the curriculum in the foundation stage, support pupils' gaining of knowledge and understanding very well. Progress is good in all areas and very good in personal, social and emotional development. Attainment and progress have been maintained since the previous inspection.

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

60. Nearly all the pupils enter the nursery class with immature personal, social and emotional skills. By the time they leave the reception classes, they are likely to exceed the expectations of the early learning goals. Very good class management ensures that pupils work co-operatively, enjoy good relationships with each other and with the early years practitioners and behave very well. Throughout the foundation stage, pupils are encouraged to work independently and this is supported by easily retrievable resources. For example in both the nursery and reception classes, pupils confidently select writing tools, scissors and glue and willingly tidy away. Children co-operate well, encouraged by good modelling of behaviour by staff. For example, one member of the nursery staff encouraged a child to seek a solution to an emerging conflict by asking the child playing with the dough what she could do to share. The taking of responsibility is encouraged by expectations of children to put on their own coats, help each other putting on aprons and self-registering by selecting their own name card on arrival at school. Target setting, for example, the 'I can' display in the nursery, promotes self-esteem and independence by recording children's increasing ability to dress themselves. In the reception classes, pupils are constantly encouraged to feel confident about what they can achieve through the skilful teaching. Children care for each other well. For example, in one reception class, two boys comforted another boy who was upset. Good access to the outside area in both reception and nursery classes gives pupils good opportunities to make choices about where they work and play. Enthusiastic teaching throughout the early years ensures that pupils attend well and respond appropriately.

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

61. Planning identifies clear learning objectives in this area and day to day assessment informs further planning well. Most pupils are beginning to speak confidently in simple sentences with an increasing vocabulary encouraged by the good questioning skills of all staff in the early years. For example, pupils were encouraged to describe Elmer the Elephant, providing very good opportunities for extending language and speaking and listening skills. One child described the elephant saying, 'It is squashy'. Good modelling of language, for example positional vocabulary in a reception class, provides pupils with opportunities to hear and practise language, supporting development in this area well. Children listen and respond to stories, rhymes and songs very well, promoted by planned key questions, such as, 'What would happen when Elmer goes in the swimming pool?' and, 'Why did Elmer walk slowly?' Speaking and listening skills have been identified by all staff as a key priority for development and are

promoted well by the lively and enthusiastic teaching engaging pupils' imagination and interest. Children with EAL have good support and make very good progress. One child who joined the school only at the beginning of term and who had virtually no English is beginning to communicate in simple words.

62. Good opportunities to learn the language of books, for example, 'author', 'title' and 'illustrator' are provided, extending pupils' knowledge and understanding of literature well. The teacher's very good subject knowledge supports the development of language very well. In the nursery and reception classes, the resources are well labelled and there is a weekly focus on one letter displayed imaginatively, using objects and toys to illustrate the sound. Learning would be further extended if more than one letter was a focus at a time, giving time to revisit letter sounds to re-inforce learning and to extend opportunities for the more able. Children in the reception classes are beginning to use initial sounds to guess words and are using picture cues well. Higher attaining pupils are beginning to identify basic words and all pupils point to the words as they read with an adult. Most pupils are aware that print conveys meaning and have good book handling skills. Elements of the National Literacy Strategy are being introduced effectively, supporting reading skills and basic word recognition. Throughout the foundation stage, book areas are well presented and a good focus in the classroom, giving pupils opportunities to browse.
63. In both the nursery and the reception classes, there is very good provision to promote independent writing. Writing areas are clearly defined and imaginatively resourced which encourage pupils to choose to write and make books. In the nursery, most pupils are mark making and some letters of the pupils's names are emerging. The higher attaining pupils in the reception classes are able to write their names clearly and most pupils make good attempts. Some pupils are beginning to write in word clusters with recognisable initial and final letters. All pupils are making good progress and those pupils with special educational needs are well supported. Most pupils will reach the standards expected in this area of learning by the time they are five.

### **Mathematics**

64. Good planning and the use of assessment to inform further planning in this area enables pupils to make good progress in number activities. Planning has clear learning objectives, which are shared with the pupils. Elements of the National Numeracy Strategy are being introduced, for example, shape recognition with the whole class using an overhead projector. Opportunities to count, recognise shapes and numbers are evident in many of the provided activities. For example, in the nursery pupils were making repeated shape patterns modelled on the pattern on Elmer the Elephant and creating paintings in the style of Mondrian with different sized squares. Many pupils could confidently identify basic two-dimensional shapes and pupils in the reception classes were able to identify shapes in the outside area with great enthusiasm. Children have opportunities to gain experience in volume in the water tray. Teachers skilfully use questions to promote mathematical language. For example, when some pupils were building towers with bricks, they were challenged to see who could make the 'tallest' and vocabulary of 'long', 'wide', 'big' was introduced. In the reception classes, most pupils are able to recognise numbers 1 to 6 and put them in order on a washing line and many recognise 1 to 10 and beyond. All pupils are given a variety of opportunities to count one-to-one and practise writing numbers. Higher attaining pupils in reception classes are beginning to do simple addition and subtraction in sets and are likely to exceed expectations in this area. Most pupils should reach expected standards by the time they are five.

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

65. Children enter the nursery with a very basic general knowledge. They build on this knowledge by gaining an understanding of where they live and how they have developed since they were babies. For example, in the nursery there is a display of photographs of each child, each annotated with personal information. Children in the reception classes have been investigating homes, relating the topic to where they live in Molesey and looking at a world map to see contrasting areas, for example Africa. Children have opportunities to experience changes in materials. For example, when some pupils were making birdseed cakes they experienced



melting. All pupils have many opportunities to work on computers and remote controlled robots and programmable toys, which promote understanding of information technology very well. Specific information and communication technology (ICT) programmes for the child with particular learning difficulties supported his learning very well. The role play areas in all classes promote understanding about the wider world. Children in the nursery, for example, successfully play in the Post Office, practising adult roles modelled skilfully by staff with good links to communication, language and literacy and mathematical development. The very stimulating and rich learning environments in all classes promote curiosity and give opportunities to explore. All classes have evidence of planting, for example, bulbs and of well cared for plants. Teachers promote the care for animals very well by giving pupils opportunities to feed guinea pigs, rabbits and fish. One class features a pond, which fascinates the pupils and promotes observation skills well. Children in the nursery can skilfully use magnifying glasses and match small world mini-beasts to pictures in reference books, which is promoted by an imaginative activity prepared by staff. Children would further develop these skills outside, if there were areas to dig and explore and gain further experience through opportunities to learn through their senses. Most pupils should reach expected standards in this area of learning by the age of five.

### **Physical development**

66. All pupils have good access to an outside area. They have good opportunities to develop their skills in running, jumping, controlling wheeled toys, pulling and pushing each other in trucks, which also promotes co-operation. They make good progress in this area. Climbing opportunities in winter are limited in all outside areas as pupils do not have access to the climbing frames on the grass. Wheeled toys sometimes disrupt other activities in the outside area of the nursery and would benefit from a designated track or area. Reception pupils have good spatial awareness. For example, reception class pupils in PE in the hall find a space well and move around the hall without colliding. Nursery class pupils are beginning to have good control over wheeled toys. All pupils have many opportunities to develop close control skills. For example, they are beginning to use scissors well and many have good pencil control. They can manipulate malleable material, for example play dough, and use rolling pins to roll pastry, using the right amount of pressure. Most reception pupils have good pencil control, can use scissors effectively and paint confidently with different size brushes. They use the mouse well on the computer to drag and are very confident in running the programmes in both nursery and reception classes. Most pupils are likely to reach the expected standards in the early learning goals by the time they leave the reception classes.

### **Creative**

67. Children start from a fairly low level of skill in this area when they enter the nursery and make good progress throughout the nursery and reception classes. Children are offered a wide range of experiences that stimulate their imaginations. They are given opportunities to use paint, create collages and make shapes in clay. Good use of artists such as Mondrian and Matisse stimulates pupils to create imaginative paintings and very good quality displays, such as the black and white table in the nursery and the computer generated pictures in reception, provide good models to support this area of learning. One higher attaining child in the nursery demonstrated his awareness of the role of an artist, using a book on Matisse and explaining the difference between a painting and collage work. There are opportunities for pupils to play percussion instruments and some were able to demonstrate how musical instruments work and have made their own percussion instruments. In one reception class, pupils were able to sustain clapping rhythms, clap their names, vegetables and fruit names and identify how many beats to these words. Most pupils should reach satisfactory standards in line with expectations in this area. Role-play areas are imaginatively presented and adults model play well, knowing when to withdraw and allow pupils to create situations by themselves.
68. All teachers in the foundation stage plan effectively together. Learning objectives are clear and inform activities very well. Assessment is used well to inform further planning. Children's progress and access to the broad and balanced curriculum is tracked and good observations are made and recorded in the record books of each child. The newly introduced foundation stage is being implemented very well. The co-ordinator provides good leadership and all staff

are very well informed and highly committed. Children are learning well through well prepared and presented activities which ensure that learning is through play and by using their senses through hands-on experiences.

## ENGLISH

69. In end of key stage tests in 2000, the proportion of seven-year-old pupils achieving Level 2, (the normal expectation for 7 year olds) was above the national average in reading, but just below average in writing. The proportion of pupils achieving Level 3 was below the national average in both reading and writing. Chandler's Field is also a little below the average when compared with similar schools, especially in writing. There has been a rise in pupils' attainment over the years in reading and writing which reflects the national trend, although the improvement in reading has been greater in the school. Inspection evidence indicates that both boys and girls make good progress through Key Stage 1, with speaking and listening skills above national expectations, while reading is in line with national expectations by the end of the key stage. Progress in writing is slower and attainment is barely in line with the national expectation by the end of the key stage. This reflects a national trend.
70. In end of key stage tests in 2000, the proportion of eleven-year-old boys and girls achieving Level 4, (the national expectation for eleven year olds) was in line with the national average, whilst the proportion achieving the higher Level 5 was above the national average. These performances are an improvement on the previous year. Attainment is in line with similar schools and inspection evidence reflects these results.
71. The provision for pupils with special educational needs is good. Most pupils make good progress and achieve standards that are in line with their capabilities. Those pupils for whom English is an additional language also receive good provision. This results in them making good progress and their attainment is in line with the majority of pupils in the school. The school is keen to improve provision for higher attaining pupils and has introduced various strategies to ensure that these pupils' potential is realised. In the 2000 tests, the number of pupils achieving the higher Level 5 was above the national average, which indicates that the school's setting strategies are beginning to have a positive impact on attainment.
72. Speaking and listening skills are in line with national expectations. As pupils progress through the key stages, they gain in confidence and most become fluent and articulate. Listening is a particular strength at both key stages, as was observed in an assembly where one could 'hear a pin drop' whilst the teacher was speaking as the pupils listened attentively and responded thoughtfully. Pupils are provided with opportunities to develop formal speaking skills through assemblies and school productions. Pupils also receive many opportunities to speak during the plenary sessions when they often get the chance to talk about what they have learnt in the lesson.
73. Reading skills throughout the school are in line, overall, with national expectations, with higher attaining pupils performing above national expectations. The school has developed an effective reading strategy that ensures that pupils read at an appropriate level and make appropriate progress. In Key Stage 1, most pupils enjoy reading and develop effective strategies to facilitate their reading, although progress is restricted by an underdeveloped use of phonics. In Key Stage 1, pupils read fluently from books appropriate to their abilities and talk enthusiastically about books they have read. In Key Stage 2, pupils read widely and are able to discuss favourite books and authors. By the age of eleven, pupils are secure in finding information in reference books and are equally at home in reading non-fiction and fiction.
74. Pupils' attainment in writing is close to national expectations at Key Stage 1, but few pupils achieve the higher Level 3. By the end of the key stage, pupils are writing short stories, using imaginative phrases in their writing, as for example 'yellow tummy waddling' in a description of a duck. A piece on the 'Jolly Postman's Journey' showed that knowledge of capital letters and basic punctuation had been learnt. However, in much of their writing, spelling is inaccurate, although it is often phonetically correct. When faced with writing instructions, pupils are able to sequence correctly. The foundations secured in Key Stage 1 are built upon in Year 3, where pupils are beginning to draft and edit their writing, as in a piece entitled 'Treasure Island'. By

Year 4, pupils are choosing words adventurously and for effect and make effective use of alliteration, as, for example, where 'the fluffy poodle pranced around on the pearl white table'. 'The Mysterious Hand' had many original ideas and built up the story line, making good use of strong verbs and suspense as in 'the ghostly figure glided towards me in the creepy castle'. In Year 5, pupils write in a variety of genres, including instructional, informational, reporting, letter writing, poetry and story writing. A colour poem featuring red had good examples of metre and showed how a certain football team had influenced a lower-attaining writer. When faced with writing in different styles, an opening paragraph in the style of Enid Blyton was 'jolly good' and captured the mood 'splendidly'. Pupils in Year 6 are writing in greater depth and the higher attaining pupils are beginning to use simple and complex sentences in their paragraphs. Words are being used much more imaginatively, as in a description of time passing, read 'in two eyelids flicker'. Punctuation is employed accurately and the higher attaining pupils are confident in their use of commas, apostrophes and inverted commas. Handwriting throughout the school is satisfactory and work is normally well presented.

75. However, there is still insufficient drafting and editing of work, while the weakness in spelling frequently spoils an otherwise good piece of writing. These are key areas which need to be addressed consistently through the school, building on the best existing practice, in order to develop a more explicit culture of writing.
76. The quality of teaching and the quality of learning are good. All of the lessons observed were good or very good. Strengths of the teaching in many lessons, at both key stages, include well-structured and organised lessons, good control and management of pupils. This ensures that there is a positive learning environment, a brisk pace to lessons, that clear objectives are shared with pupils and that very good relationships exist between teachers, non-teaching staff and pupils. The plenary sessions, which provide an opportunity for assessment at the end of the lessons, are productive and affirm learning. Teachers have successfully implemented the National Literacy Strategy and this impacts positively upon the quality of teaching and learning. Teachers also provide good opportunities for pupils to develop their literacy skills in history, geography and religious education.
77. Pupils have good attitudes to their work. They behave well, are keen to learn and mostly settle quickly to their work. They sustain their concentration. When tasks are stimulating, as when drama is involved, they show a real enthusiasm for language work. When pupils have the opportunity to work in groups or pairs, they collaborate well. Learning support assistants and parent helpers give valuable support to pupils and, as a result, all pupils make good progress with their learning.
78. The policy and schemes of work in English help teachers to provide a good range of worthwhile learning opportunities to help develop skills in literacy. Homework is satisfactorily used to reinforce and extend what pupils have learnt in lessons. Teachers integrate information technology well into this subject when they use literacy programmes for pupils with literacy difficulties and when pupils word process their stories. Assessment procedures are good and enable teachers to keep useful records, which greatly assist in their planning of lessons. Teachers mark work regularly and often include helpful comments to indicate to pupils what they have done well and what they need to improve.
79. The quality of leadership and management of the subject is good. The co-ordinator is very knowledgeable and monitors the subject closely throughout the school. She is aware of where there are weaknesses and is already putting in place strategies to address these problems. There is a good range of resources to support teaching and the large well-organised library is easily accessible to pupils and encourages the development of independent learning and research skills. There has been considerable improvement in the subject since the previous inspection. The subject fully meets statutory requirements.

## **MATHEMATICS**

80. The proportion of pupils reaching the national standard at the end of Key Stage 2 in 2000 was below the national average, but was in line with that of similar schools. The proportion of pupils reaching the higher Level 5 was also in line with that of similar schools. National curriculum test

results and teachers' own assessments are very similar. The majority of pupils in this group made more than the average expected progress since the start of the key stage. Standards have risen since the last inspection, improving in line with the national trend. The school met the target set for 2000 and has set higher targets for 2002, which it should achieve through the improvements now taking place in the teaching of mathematics.

81. The proportion of pupils reaching the national standard in assessment tests at the end of Key Stage 1 in 2000 was a little below the national average and that of similar schools. The proportion of higher attaining pupils was below the national average and that of similar schools. Nevertheless, pupils made good progress over the key stage.
82. In the lessons seen during the inspection, the overall standard in both key stages was in line with the average expectation. There are few pupils attaining at the higher levels. Most pupils in Year 1 are able to form number bonds to ten whilst those in Year 2 are able to double and halve numbers up to 20 and some beyond. Most Year 1 pupils are able to place events in a child's day into the correct sequence. Pupils co-operated in small groups and across the whole class to order a set of number cards that included numbers up to the hundreds. Pupils in Year 2 are able to understand simple bar charts and the higher attainers are able to answer more difficult questions about what the graphs show. In Years 3 and 4, pupils are able to identify and draw fractions correctly. Higher attaining pupils are able to use both analogue and digital clocks to read and understand time. Lower attaining pupils are able to complete practical tasks, such as measuring the school playground with a metre rule and to estimate centimetres for lengths below a metre. They have a good understanding of money, including the use of the decimal point. Higher attaining pupils in Years 5 and 6 are able to multiply and divide mentally by 10, 100, 20 and 200, including when the answer requires a decimal point. They understand percentage as parts in 100 and are able to use a calculator for multiplication and division, checking answers by estimation. The higher attaining pupils in Years 5 and 6 are secure with the formal written method for long multiplication. Pupils experience some difficulty in transferring their generally good mental skills into written calculations. Although some younger pupils can successfully double and halve numbers mentally, they are less secure with formal multiplication tables. The pupils' numeracy skills are put to good use in other subjects. In history and geography, graphs are used for handling data; time lines are used in history; measurement is used in design and technology and science.
83. Most pupils respond well to the mathematics lessons, participating willingly in oral and mental work and applying themselves well to individual and group work. A few younger boys are restless in class, but this is generally well managed by teachers who work to maintain their attention and interest. Both boys and girls make good progress across the school. Pupils with special educational needs and those for whom English is an additional language are making good progress and achieve well.
84. The teaching in both key stages is good, overall, with all lessons satisfactory or better and 87 per cent of lessons good or very good. All teachers are following the recommendations of the National Numeracy Strategy to include mental and oral work, class teaching, pupils' tasks and summaries in all their lessons. They plan their lessons well and this is having a positive effect on the standards being achieved by the pupils. Teachers make good use of practical resources such as number fans, which enable each pupil to respond individually in oral and mental work. Teaching is supported by practical resources such as number blocks for counting and fraction work and by printed materials, including textbooks where appropriate. Teachers are encouraging pupils to explain how they worked things out, but this approach could be further developed to enable pupils to understand more fully. Teachers are making assessments of how well pupils are achieving during the lesson and they are using this to inform how they will proceed with the next lesson. Most lessons have a good pace, although, on some occasions, oral and mental starters to the lessons are too long. On the whole, work is very well matched to the attainment of pupils, with, for example, extension activities for the higher attainers. However, there are some lessons in which the pupils' activities could be better varied to suit the needs within the class. Mathematical vocabulary is being deliberately and well used from the earliest years and this not only improves understanding in the subject, but also contributes to overall standards of literacy. Classroom and learning support assistants are well involved in the lessons not only supporting pupils in their work, but taking part in assessment of pupils'

difficulties, making a positive contribution to the learning. As a result of the well structured teaching, pupils are enthusiastic about their work, apply themselves well and are well behaved in class.

85. Mathematics is well managed in the school with the National Numeracy Strategy being successfully implemented. Some teachers have benefited from training provided by the local education authority, whilst others have attended in-service training in school. During the last year, the co-ordinator has been able to monitor progress, including observation of lessons. Mathematics teaching is helped by the arrangements of pupils into smaller sets, but as the system is relatively new the benefits of this arrangement for pupils of all levels of attainment should be closely monitored to ensure that the additional resources this demands are justified. Due to the improvements that have taken place in the approach to teaching, the written school policy is now out of date and this should be brought in line with the current practice.

## SCIENCE

86. The 2000 National Curriculum test results at the end of Key Stage 2 are well below the national average and the average for similar schools. The percentage of pupils achieving higher grades was also well below the national average. However, standards are higher than those seen at the previous inspection. Standards of work seen during this inspection indicate that pupils are now beginning to work in line with expectations, although this is not reflected in the test results. Overall trends over the last three years show improvement commensurate with national improvement, although progress in this key stage is now good as compared to unsatisfactory in the previous report. Poor skills in communicating and recording work limit attainment in this subject, which is unsatisfactory, overall.
87. At the end of Key Stage 1, teacher assessments in 2000 indicate that standards are below national averages and for those of similar schools. Standards have dipped this year and indicate no improvement since the previous inspection. Progress, overall, is satisfactory, considering the baseline and during the inspection indications are that pupils are now working in line with expectations.
88. In Key Stage 1, pupils can investigate materials appropriately, using their own criteria to sort living things in their work on life processes and living things. Good planning identifies learning objectives well and these are shared with the pupils to focus the learning. The good organisation of groups facilitates a prompt start to activities, encourages concentration and sustains interest. Good preparation of tasks supports independent learning well and appropriate interaction leads to productive discussions. For example, one pupil suggested classifying by 'things living under the ground, under water and in the air'. Pupils record in a variety of ways, including simple charts, graphs and diagrams. Higher attaining pupils can record what makes a fair test in Year 2, with very good illustrations, for example the 'absence of light' drawing in the work on physical processes. Pupils work well and collaboratively, completing tasks and developing an understanding of grouping living things according to criteria, gaining knowledge of similarities and differences. Appropriate teaching input during lessons informs assessment by checking understanding and re-visiting learning objectives to re-inforce learning well. The scheme of work indicates a wide coverage of the strands of this subject. However, there is little evidence of work matched to different abilities and needs in the activities.
89. In Key Stage 2, pupils are now making good progress, overall. Standards of work observed during the inspection indicate that attainment is now in line with expectations. The links to literacy and numeracy are good. The school has identified poor literacy skills having a negative impact on learning and is addressing this issue through the good teaching which is informed by good subject knowledge and the effective marking of work which move pupils on well. Pupils at the end of the key stage have a clear understanding of the role of the scientist. Comments such as, 'a scientist mixes things together making new things, invents things' and from a higher attaining pupil, 'studies laws, customs of the universe', demonstrate the good quality of the teaching and learning. Good levels of discussion on observations relating to topics in mathematics on graphs made good links to science topics. For example, graphs made from a chart of sunrise and sunsets recorded in Manchester, supported pupils in explaining the

movement of the sun and the length of days over the year, well. The good support of pupils with special educational needs enabled them to participate well. In one class, pupils gained an understanding of differences between melting and dissolving, recording their investigation on charts and explaining work well. Pupils remember and use key vocabulary well, for example 'absorb', 'pipette', 'dissolve' and 'evaporation' across this key stage. They make relevant observations for example, 'that the kitchen roll felt like a baby wipe after a time'. Scientific investigations are now integral to the school's science teaching and are an emerging strength.

90. The quality of teaching is good, overall, and in some lessons observed it is very good. Teaching is based on good subject knowledge and teachers are becoming increasingly more confident in their teaching of science. A variety of strategies are used to gain attention, sustain interest and give pupils a balance of active learning and listening to gain knowledge and understanding. Learning objectives are very clear in planning and shared successfully with pupils, ensuring that all are aware of what it is they are to learn. This is followed up well in the plenary sessions where the objectives are re-visited and the teacher can assess the level of learning. In some lessons, work is very well matched to the varying abilities of pupils in the class and, when this occurs, all pupils make good progress. For example, one higher attaining group were able to explain their investigation about evaporation in puddles, record their work appropriately and use scientific language well. Teachers challenge pupils' thinking well to consolidate understanding of concepts. For example, in the lesson on evaporation, the skilful use of open questions, such as 'why do you think that happened', promotes understanding well. Introductions are clear and concisely delivered with good models for writing up investigations. A brisk pace to lessons is maintained and sustains pupils' concentration well. Good behaviour management ensures pupils' good behaviour in all classes throughout the school. Very good use is made of support staff who work well with EAL pupils and those with special needs, giving them good opportunities to access this area of the curriculum. The school does not set targets for science attainment either for the whole school or in individual age groups and this has meant that there is no agreed benchmark for improving attainment.
91. The leadership of the subject is good. The low standards in attainment are acknowledged and the school has identified areas of weakness and developed and put in place appropriate strategies to address the issues. There are now good monitoring systems, which include regular work scrutiny, checking teachers' planning and observations of teaching with individual and whole school feedback to improve practice. These strategies should improve standards, which should then be reflected in better future assessment results. The improvement in standards in literacy should also support improvement in this area as pupils move up through the school, with skills taught through the National Literacy Strategy supporting their recording skills. The scheme of work has given a good framework for the school to work to and resources are good. The use of ICT is limited in this area. Assessment is used to inform planning well. However, teacher assessment in Key Stage 1 has been identified as an area for further training.

## **ART**

92. In the last inspection, standards in art were found to be in line with expectations. The subject has developed and now standards are good in both key stages. Pupils are able to use a range of media. Year 1 pupils have produced lively portraits in pastel and have also made faces on clay tiles. In Year 2, they have produced project folders in which a chosen object is rendered in pencil, charcoal, pastel, paint and collage, employing techniques, such as making their own template. They show both a literal and an imaginative approach to their object. There is some particularly good collage work displayed about the infants' building. Year 4 pupils have also produced pastel portraits, which show a good progression from the standards achieved by the younger pupils. In Year five, pupils were working on still life, both copying the style of Old Masters and constructing their own still life subjects, using boxes of different shapes. Year 6 pupils were seen learning how to do life drawing from models – their own classmates dressed in sportswear. In particular, they were making use of an earlier study of cartoon techniques in considering how to represent movement. Imaginative three-dimensional work is in evidence around the school. The one medium that is under-developed is paint; although pupils do paint from time to time, it is not done to the standard achieved in some other media and early training in colour mixing is not carried through to more advanced techniques.

93. The teaching of art is mainly good. In particular, teachers make good use of the work of established artists to study techniques and inspire the work of the pupils; however, the examples available for this are almost all of Western artists. Pupils are taught to describe, interpret and evaluate the work of these artists and the older pupils know that interpretation involves understanding the artist's intentions. The school has two artists-in-residence who attract the interest of the pupils who are able to visit them at work and also contribute an extra dimension to the teaching.
94. Pupils of all abilities benefit from the subject. They approach their art seriously, and respond to the high expectation placed upon them by their teachers. They derive considerable satisfaction from the good standard of their achievements and have learned from the academic approach to the subject in the school.
95. The subject is well managed. The co-ordinator in the infants' building is well supported by a junior teacher. The curriculum specifies broad subject areas and draws on nationally published schemes of work to ensure continuity. The school has adequate resources for the subject and the classrooms are well fitted out for teaching art.

## **DESIGN AND TECHNOLOGY**

96. Little design and technology was seen at the time of the last inspection, but standards were considered to be satisfactory. Although teaching was seen in only one very good lesson, there is now plenty of evidence of a good standard of work in this subject throughout the school. The nationally published schemes of work have been used to ensure that there is now a structured and continuous programme of learning for the subject. In Key Stage 1, pupils are already learning to relate design to the finished product, effectively using pictures to develop and communicate their ideas. They are able to generate ideas using their knowledge of materials. In Key Stage 2, this work is carried on effectively. Year 4 pupils have made money containers, using a range of materials and fastenings and these are displayed alongside manufactured examples. Year 5 pupils have designed boxes for different purposes and are accurately reflecting 3 dimensional shapes in their design, although measurements are absent. The oldest pupils have designed and made a range of shelters, including usable wooden nest boxes as well as beautifully realised models, for example, of an igloo. They have employed a wide range of materials and rationales in this work. In all cases, they have written evaluations which increase in their insights as the pupils become more mature.
97. The quality of the teaching is implicit in the quality of the work. Pupils have received good guidance in design and evaluation and it is clear that construction techniques have been soundly explained. In the lesson seen, where infant pupils were making puppets, the teacher stopped them working from time to time to refer them back to their designs and to draw attention to the designed differences between what individual pupils were producing. The pupils themselves were working with great care and were able to discuss the techniques they were employing. The subject provides a good outlet for the talents of all pupils.
98. The issues raised in the subject at the time of the last inspection have all been addressed. The subject is well co-ordinated and the co-ordinator monitors lesson plans and has observed the subject being taught in some classes. In this, she is helped by the school's adoption of the QCA curriculum, which makes both planning and monitoring more straightforward.

## **GEOGRAPHY**

99. The previous inspection report found attainment below national standards at the age of seven and eleven. Evidence gained in the present inspection shows that standards are in line with those expected of those age groups. Pupils with special educational needs and for those whom English is an additional language do well in relation to their prior learning.
100. At the end of Key Stage 2, pupils can analyse information, using secondary sources to compare Ladakh with other places in India, such as Calcutta and with their own area, Molesey. They demonstrate sound understanding of the natural and human environment and know that

lifestyles can be different in urban and rural areas. They can use globes and atlases to find out the place and country they are studying in different parts of the world. However, there was little evidence of independent research work undertaken by them or effective data-handling skills. Year 5 pupils understand the terms used to describe the water cycle and the importance of water in our lives. Year 4 know how to use co-ordinates in map to locate places quickly. Year 3 pupils study St Lucia and are beginning to develop skills of comparing key features of it with those of their own locality, thereby, also developing a sound understanding of their locality.

101. Year 2 build on their experiences of seaside holidays and know their exact locations on the map. After a discussion on what is in a travel brochure, which makes us want to choose a place for a holiday, they engaged in a task to make an attractive brochure. Their completed brochures demonstrated their imagination and creativity to advertise their chosen place well. Year 1 pupils have an awareness of how pupils come to school after undertaking a survey of travel methods.
102. The learning gained in the study of geography is consolidated in English, mathematics, history and art. It also supports their spiritual, moral, social and cultural development.
103. Pupils are interested in geography. They concentrate well on their tasks and are keen to answer and ask questions, including those with special educational needs and for those whom English is an additional language. In one lesson where pupils were not sufficiently attentive, this was linked to the lack of challenge, the slow pace of the lesson, the teacher setting an inappropriate task or lack of additional support for pupils with special needs. Lack of effective writing skills is also a contributory factor in pupils' responses, although the higher attaining pupils do use the opportunity to write in a factual style.
104. Apart from the lesson cited, the quality of teaching is good in both key stages. Teachers use an appropriate range of teaching methods. They select and prepare suitable resources to assist learning. Worksheets, maps, atlases, globes and books are put to good use, although the use of ICT was less evident in lessons. Generally, lessons are varied and sometimes challenging. The breadth of the study of geography is enhanced by organised visits to the local area and residential trips. Pupils with special educational needs and those who have EAL are provided appropriate support in class by the teacher and classroom assistants, where possible.
105. Teaching of the subject is supported well by the geography co-ordinator, who is working towards effective co-ordination and monitoring across the two stages. The geography curriculum meets statutory requirements and there is a clear and developmental overview about the coverage of the subject. The geography policy has recently been agreed by the governing body, which covers geography teaching aims and objectives, the skills to be taught through key questions and links with other areas such as ICT. Reference to recording and assessment requirements is made in relation to what each pupil knows and understands in their annual report. Books, software, maps, globes, atlases and packs for use by pupils and teachers are adequate.

## **HISTORY**

106. In Key Stage 1, pupils' attainment is broadly in line with the expectations for their age, but, in Key Stage 2, it is above. This is a good improvement on the last inspection when attainment was below expectations.
107. At Key Stage 1, pupils are developing an awareness of chronology. Through their studies of toys from the past and the present, pupils in Year 1 are confident in recognising the differences between old and new. Much surprise was expressed that pupils of past years actually played with these toys. In Year 2, the holiday habits of the past were compared with the present day. Pupils linked this with their geography, through a trip to Worthing where they derived amusement from looking at the seaside holiday before the Second World War. They particularly enjoyed their visit to the local museum. Cross-curricular links were also made with art and design and technology in this topic when pupils drew their pictures of 'bathing belles' from 1900. In Key Stage 2, pupils were observed making good progress in their use of historical sources to research information. Year 4 pupils' research into Roman baths, stimulated through their visit to Bignor, was most interesting, even if the most interesting fact to them was the work of the



'armpit hair plucker'. Year 5 pupils showed enthusiasm in comparing the immediate locality through studying various different maps of the area and were able to discover that the school was built sometime between 1932 and 1937. The study of the ancient Greeks gave Year 6 pupils the chance to research, using CD-ROMs and the Internet. In their lesson on Greek scholars, featuring an interview with Archimedes, pupils showed that they had done their homework well. This lesson was given more impact with the pupils dressed up as Greeks. Pupils show interest in their learning and discuss differences between the past and present, expressing opinions about events.

108. History also has good links with other subjects such as geography, art, design technology and information and communication technology. Pupils make good use of CD-ROMs and the Internet to delete space research topics whilst using word processing to record results of their work. The subject makes a good contribution to the development of pupils' literacy skills by presenting opportunities for extended writing.
109. Pupils' response to history, throughout the school, is very good and they are keen to learn. Much of this is due to the way the teachers enthusiastically deliver the topics. Pupils take a pride in what they know and have found out and are always eager to show and tell what they have done.
110. The overall quality of teaching and learning in the subject is good. Lessons are effectively planned and the objectives shared with the pupils. Through good questions and answers, pupils are given the chance to think for themselves as well as sharing what they know and understand. The very good relationships that exist between the teachers and the pupils ensure that the pupils experience a positive learning environment in which they are able to flourish. Teachers use learning support assistants well and, through their expertise, they play an important part in ensuring that the needs of all pupils are met. Good use is made of assessment and regular homework helps pupils develop their independent and research skills and their writing.
111. Management and leadership of the subject are good. Clear priorities and curriculum guidelines have been established. The scheme of work is well planned and comprehensive, providing good direction for the non-specialist teacher. Pupils' work is regularly assessed and helpful advice is given to improve performance. Systems for recording, monitoring and evaluation are in place and are being used by staff to positive effect. There is some good ICT practice in the subject, for example the use of Power Point in Year 6 that sounds very good and must be contributing well to pupils' overall ICT capability. The subject is quite well resourced and good use is made of visits to places of interest, such as Hampton Court, Bignor, Worthing Museum, visiting speakers, videos, photo packs, artefacts and, when studying local history, census details. The subject has come a long way since the previous inspection and the co-ordinator has plans to further develop the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. Pupils achieve standards that are in line with national expectations by the end of both key stages. Standards have been maintained since the previous inspection and teaching is good throughout. This is an improvement on the last inspection.
113. In Key Stage 1, pupils build on their work in the foundation stage where they develop good mouse control and are able to work on a wide variety of programmes, selecting from a menu. The pupils use the computer suite in the junior building and enjoy this area of work immensely. This is promoted by teachers' good subject knowledge and by confident and enthusiastic teaching. Pupils' ideas are used as examples in the whole class session. For example, one pupil suggested that 'you can cheat doing a waterfall by using a big brush'. The teacher then demonstrated this to all the class. Pupils are able to select programmes, use the mouse to select the appropriate tools to create pictures, select colours, draw and paint. They can confidently start up the computers and follow instructions, which are clear and well planned. They are becoming familiar with the keyboard and are reminded of links with literacy and numeracy through the skilful teaching. For example, when writing a question on the keyboard, they are challenged about how to finish the sentence. Links are made also to science, for example, through the investigation on classification of mini-beasts, using a branching database.

Pupils are well behaved and sustain interest very well, becoming very excited when sound is added to a programme. On a few occasions, girls tend to be overlooked as boys gain attention through their enthusiasm and expertise. A few pupils with EAL also have difficulty in gaining attention, which slightly limits their progress.

114. In Key Stage 2, very good modelling of skills by teachers with clear learning objectives in planning ensures that all pupils learn well and participate in lessons, giving good suggestions and responses to challenging questions. Lessons move with a good pace and high expectations of achievement stimulate and promote knowledge and understanding and the acquisition of skills. At the end of the key stage, pupils can use a CD-ROM to locate and retrieve information. They can access the Internet and send e-mail to each other. They can save and print work effectively. Throughout the key stage, pupils work on a variety of programmes and can cut and paste and copy work. They can successfully access new programmes using previously learned skills. They can follow instructions well, promoted by the clear input from teachers.
115. Teaching is good, overall, and very good in some lessons. Teachers plan well together and use the new scheme of work to identify learning objectives, which are shared with the pupils and re-visited through the plenary sessions. High expectations of behaviour and achievement promote great interest in this subject and good and very good behaviour. Pupils are very motivated through the stimulating, enthusiastic and confident teaching in both key stages. The new ICT suite has had a very positive impact on teaching and learning. The resources are very good. The computer club gives pupils opportunities to practise skills, access the Internet and complete work. The co-ordinator provides very good leadership with a clear vision for the future. The school is seeking to employ a technician to support this area of learning, which is a growing strength in the school. In the classrooms, ICT now needs to be used more creatively and imaginatively in all areas of the curriculum.

## **MUSIC**

116. Standards in music are satisfactory in both key stages. Pupils in Key Stage 1 learn to notate clapping rhythms and lessons in Year 3 took this on a stage further as the pupils composed and then devised a visual representation for short pieces about sporting events in which they combined fast and slow effects. Singing in assembly takes place only occasionally and while the pupils can sing in tune and apply some dynamic variation, the singing lacks inherent excitement or the confidence that would come from doing it most days. The pupils have good listening skills and regularly have opportunities, not only to listen to recorded music, but also to focus upon it with a good level of concentration.
117. The teaching of music is satisfactory. It is conducted by all teachers with their own classes and they draw on the QCA scheme of work and video material for support. The pupils are well managed and respond to the teachers' instructions, for example when silence is needed. In one good lesson, the teacher encouraged pupils to demonstrate a range of different sounds from each instrument. In some cases, the quality of the teaching is constrained by a limited level of subject knowledge. In one lesson, for example, a very effective analysis of the lyrics of a song was not enhanced by any music making by the pupils. Pitched and unpitched percussion instruments are used very cautiously and the pupils are not shown correct techniques for playing them, for example, how to hold beaters correctly. Sometimes, good teaching ideas are not sufficiently developed through the lesson. Pupils are not always extended or challenged in music, although they clearly enjoy the lessons. There has not been any in-service training in music for some time.
118. Good opportunities are offered for extra-curricular music making. These include well-taught instrumental classes, in woodwind, violin and guitar. Recorder lessons are also provided. There is an enthusiastic self-selected choir of about fifty pupils, mostly girls, who enjoyed practising carols during the week of the inspection. A small but keen group of instrumentalists meet regularly to work as an embryonic orchestra, which is well managed to accommodate pupils of all ability. In this group, the more able players are very supportive of the beginners and the musical arrangements are sufficiently differentiated to allow all members to undertake a role.

119. Resources for music are satisfactory, but some of the percussion instruments are of poor quality. The collection of instruments from other cultures has been enhanced since the last inspection. Visiting musicians, both amateur and professional, are encouraged as one of the subject co-ordinator's priorities and the school has recently enjoyed visits from a Zimbabwean percussion group and some Indian dancers.

## **PHYSICAL EDUCATION**

120. In Key Stage 1, standards are as expected of pupils of this age, which is an improvement on the previous inspection. However, pupils' attainment by the end of Key Stage 2 is below that expected, reflecting the poor progress made by these pupils through the junior school. Pupils are now making satisfactory progress across the whole school, as a result of improved teaching in the subject.
121. In lessons seen during the inspection, the standards being achieved in gymnastics at Key Stage 1 were in line with expectations. Most pupils are able to perform a sequence of simple movements, including travelling, rolling and stretching on the floor and on apparatus, with a good degree of control. They are able to build on the separate exercises they have practised. They follow warm-ups led by the teacher, responding very well to instructions. A few pupils lose interest at times and, so, do not fully participate. At Key Stage 2, pupils are able to observe and comment on each other's work, offering constructive suggestions for improvement. They work very well in pairs to practise their own routines and, when asked to demonstrate, they do so willingly. They understand the need to warm up before exercise and the type of exercises appropriate for particular activities. Poise and balance are not particularly well developed in pupils at Key Stage 2 and they have limited skills in gymnastics. The performance of pupils in dance is better, with pupils in Year 3 able to perform a sequence of movements with imagination and a good degree of control to the theme of a river in St Lucia (which they had studied in geography). They performed well to music and to a simple rhythm on a tambourine, able to respond to changes of pace. In swimming, school records show that the majority of pupils are now able to swim at least 25 metres by the time they reach the end of Key Stage 2.
122. The teaching of physical education has improved since the last inspection and is now good, overall, in both key stages. Of the lessons observed, all were satisfactory or better and three quarters were good or very good. Lessons are well constructed in gymnastics and dance, with pupils always having the opportunity to warm up, often leading this themselves at Key Stage 2. Teachers give appropriate attention to safety. In all lessons, the pupils are expected to put out their own apparatus, which they do in a sensible and well controlled way. The teaching in gymnastics often lacks the in-put of specific skills coaching, which is necessary to take the pupils forward to more advanced levels. The majority of pupils respond well in their lessons and show enthusiasm for the activities. Behaviour is good and the pupils are attentive to teachers' instructions and themselves conscious of the need for safety in the gym.
123. Physical education is well managed. A complete scheme of work has been introduced and teachers are planning their work to an agreed framework. The teachers would benefit from further training in skills coaching, particularly in gymnastics and dance, which would enable them to further raise the pupils' level of attainment.
124. There is extensive provision for extra-curricular activities in physical education with lunchtime or after school clubs for rugby, gymnastics, netball, football and dance. All the clubs are open to both sexes and are well attended. Pupils are asked to sign a contract that they will attend regularly and this has resulted in improved response from the pupils. The school offers the opportunity for pupils in Year 6 to join a residential experience where they are able to take part in outdoor and adventurous activities, with qualified coaching and supervision. The school takes part in local sports tournaments and dance events.

## **RELIGIOUS EDUCATION**

125. Attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of both key stages and has been maintained since the last inspection. Learning about religion is better than learning from religion in both key stages, although in a lesson observed in

Year 6, there was a good reflection upon a visit which the pupils had recently made to a local church. They remembered key objects and features of the church and shared their feelings about them, while the teacher asked appropriate questions and transcribed their responses. They also wrote short pieces on candles and what they stand for. They know the importance of buildings in people's lives. Year 4 pupils learn about Hindu festivals, particularly the festival of Diwali. They know the story of Rama and Sita which they rewrite in cartoon strip and the reason for the celebration of Diwali. They make Diwali cards using Rangoli patterns, writing Happy Diwali in English or Hindi, drawing diva lamps or pictures of Lakshmi on them. Year 3 pupils, after listening to the story of Herod who ordered all baby boys to be killed, are developing empathy with people who have to leave their homes these days, in a similar way to the parents of Christ.

126. Year 2 pupils identify the key features of Diwali in the context of other festivals, after a visit by a Hindu parent who explained customs and displayed artefacts. Year 1 pupils learn what a Christian name is without much understanding that some pupils in their class may have other names.
127. Pupils respond to religious education generally with interest. They work well together, concentrate on tasks, share their own experiences and learn from each other.
128. The quality of teaching is mainly good, with some examples of very good teaching enabling pupils to develop empathy and thinking skills. In most classes, teachers question effectively to help recall facts from the current or previous lesson. Although teachers' subject knowledge is generally satisfactory, they do not always draw out the religious significance of pictures, artefacts and stories, particularly in teaching other world religions. However, they provide good learning experiences by organising visits to the local church and have visitors and parents to deepen pupils' understanding about religion and culture.
129. The religious education curriculum broadly meets statutory requirements. The school follows the Surrey agreed syllabus supplemented by the QCA scheme, adopted this term. Religious education is also reinforced in school assemblies and it makes a good contribution to pupils' spiritual, moral, social and cultural development. In this developing multi-cultural school, it enables pupils to be respectful of each other's religion.
130. Religious education is currently led by a recently appointed co-ordinator. Although based in the Foundation Stage, she has led the matching of the school's scheme with the requirements of the agreed syllabus and with that of the QCA requirements and implemented it this term. The overview of the subject is good and monitoring across the school is being developed. Resources such as books, artefacts, pictures and topic boxes are satisfactory.