

# INSPECTION REPORT

## **ASHLEY C of E AIDED PRIMARY SCHOOL**

Walton-on-Thames

LEA area: Surrey

Unique reference number: 131052

Headteacher: Mrs E Felsing

Reporting inspector: S Tweddell  
1709

Dates of inspection: 2 – 5 July 2001

Inspection number: 230209

Full 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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ashley Road Walton-on-Thames Surrey
Postcode:	KT12 1HX
Telephone number:	01932 227695
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Appropriate authority:	Governing body
Name of chair of governors:	Canon T Sedgley
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1709	Sandra Tweddell	Registered inspector	English Modern foreign languages Music English as an additional language Foundation stage	What sort of school is it? How high are standards? The schools results and achievements How well are pupils or students taught? How well is the school led and managed? What should the school do to improve further?
22052	Marvyn Moore	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Spiritual, social, moral and cultural development
23054	Graham Johnson	Team inspector	Mathematics Information technology Design and technology Physical education Equal opportunities Special educational needs	
8056	Howard Probert	Team inspector	Science Art Geography History	How good are the curricular and other opportunities offered to pupils or students?

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

### **INFORMATION ABOUT THE SCHOOL**

The school became a one form entry primary school in September 1996 from a two form entry infant school. It is an average size primary school; there are 226 pupils on roll, approximately the same number of boys as girls, although in the reception class there are twice as many boys as girls. Children enter the reception class part-time in September and full-time in the term in which they are five. When the school became a primary school, many pupils did not continue into Year 3 as they moved into other schools in the area. Last year was the first time that eleven-year-old pupils in the school took national tests and many had joined the school from other schools. A significant number of these pupils had special educational needs. The current Year 3 is the first year that all the pupils from Year 2 stayed on into Year 3. Pupils come mainly from the immediate area; the number of pupils who are entitled to free school meals is broadly average. The majority of pupils come from a white European background, a very small number are from an Indian background. Thirteen pupils speak English as an additional language which is higher than in many schools but most of these pupils are proficient in English. The attainment on entry is above average. There is a below average number of pupils with special educational needs and with a statement of special educational need.

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

Ashley CE Primary is a school offering a very good standard of education in which pupils learn in a happy and purposeful learning environment. The leadership and management of the school are very good and the leadership of the headteacher is excellent. She has given a clear direction for the school to improve. Systems of management in the school are successfully maintaining and raising attainment. All adults have worked hard to create an ethos in which pupils are valued and as a result, the behaviour and attitudes of the pupils are very good. Teaching is good overall and much of the teaching has very good features. Attainment is above average overall and most pupils achieve well. The school gives good value for money.

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

- The leadership is very good and is a key factor in the high quality of provision.
- Attainment is above average in many subjects and pupils achieve well.
- Senior managers and staff review their work rigorously which has led to high standards.
- The teaching is good and much is very good. Pupils' work is regularly assessed and the information is used very well in the planning for teaching.
- Provision for personal development is very good and relationships are excellent so pupils have highly positive attitudes towards their work and behaviour is very good.
- The partnership with parents is very good.

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

- Staff are skilled in using the computers in their classrooms to enhance learning but the development of skills in information technology is hampered by the small number of computers available. A new computer suite is being developed.
- More time is needed for history and geography as although attainment is average, it is not as high as in other subjects as time has been squeezed by literacy and numeracy.

*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 March 1997 and has made very good improvement since then. The health and safety problems have been successfully tackled and a rolling programme of repairs and maintenance has improved the quality of the accommodation significantly with the exception of the two outside classrooms. The management of the school is now very good and governors have increased their involvement in the school. Teaching has improved, particularly in the areas of classroom management and challenge for higher attaining pupils which were singled out as being weak. Staff's understanding of science, design and technology and information and communication technology (ICT) have improved and subject guidance for all subjects helps teachers to plan effectively. Attainment in science has greatly improved.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	n/a	n/a	C	C	well above average A above average B average C below average D well below average E
Mathematics	n/a	n/a	D	D	
Science	n/a	n/a	C	C	

This was the first year that Year 6 had taken national tests and many of the pupils had joined the school after Year 2. It is not, therefore, possible to see performance over time, which gives a more accurate picture than the results of one year. In 2000, seven year old pupils attained results that were well above average and well above the average of schools that take pupils from similar backgrounds. In reading, the school was in the top five per cent of schools that take similar pupils. The pattern has been the same for the past four years, although there has been a rise from above average to well above average in reading.

The inspection found that the attainment of seven year olds is above average and that of eleven year olds has improved from last year, particularly in science and is above average. Attainment of seven year olds in science, reading, speaking and listening is well above average. Attainment of eleven year olds in writing and science has improved significantly from last year due to a focus by staff on these two areas and attainment in science is now well above average. In English, mathematics, design and technology, art and music, attainment is above average. Across the school, pupils make good progress. Higher attaining pupils achieve well because they are challenged by their work and the provision for pupils with special educational needs is very good so they also achieve highly.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school and are prepared to learn.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Personal development is very good and relationships are excellent.
Attendance	Good.

The very good attitudes and behaviour of the pupils are a key factor in the high achievement of the school. Pupils are valued and respected by adults which gives them a model for their own behaviour and leads to a very good working atmosphere.



## 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.*

Teaching is good throughout the school, 87 per cent being good or better and of this, 35 per cent is very good or excellent. No unsatisfactory teaching was observed during the inspection. There is a high degree of consistency in the teaching which is due to sensitive but rigorous monitoring of teaching by the senior management team. The teaching of children in the foundation stage is good overall, ensuring that children achieve well in all the areas of learning. Across the school, the teaching of literacy and numeracy is good. Strengths in teaching include careful planning to challenge all pupils so that they build on their knowledge, skills and understanding. All teachers have a good understanding of the subjects they teach which enables them to take the pupils' learning forward. Adults who work in the classrooms are well prepared and offer good support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good and is enhanced by a good range of extra-curricular activities.
Provision for pupils with special educational needs	There is very good provision so that all pupils are included in all the activities of the school.
Provision for pupils with English as an additional language	Good overall. Most pupils are proficient in English and expertise is appropriately sought for pupils who enter the school who are at early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, provision for social and moral development is very good and for spiritual and cultural is good.
How well the school cares for its pupils	Very well. Pupils are secure in a very safe environment.

The partnership with parents is very good and parents hold the school in high regard. The curriculum is broad and balanced and is enhanced by visits to places of interest, visiting artists and speakers and a range of clubs for sports and arts. The support given to pupils is very good, particularly the assessment of their work in English, mathematics and science. Assessment is used very well to set targets in these subjects and to review the progress that pupils make.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, the headteacher gives excellent leadership and all staff with management responsibility are highly effective.
How well the governors fulfil their responsibilities	Governors are effective in their role.
The school's evaluation of its performance	Very good. All aspects of the school's work are thoroughly reviewed.

its performance	
The strategic use of resources	Very good, the school seeks the best value for all its spending.

The headteacher has given the school a clear direction to develop and the collaborative approach to management has led to very good team work in which all adults with responsibility fulfil their roles well. Governors know the school well and are pro-active in moving it forward. A significant strength is the constant review of the work of the school, which involves senior management, staff and governors. The budget is managed wisely and prudently, governors and staff taking care to compare the school's performance with that of other schools and to plan ahead strategically. Staffing, accommodation and resources are good overall, although the two outside classrooms are past their useful life and some of the classrooms are small.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and behaviour is good.</li> <li>• Standards are high and children make good progress.</li> <li>• Teaching is good and children are expected to work hard.</li> <li>• The school is well led and managed.</li> <li>• There are strong links with parents who are confident to approach the school if there is a problem.</li> <li>• The school promotes good attitudes and values.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents are unclear about the homework policy.</li> <li>• A small number would like more information about their child's progress.</li> <li>• There are limited activities outside lessons.</li> </ul>

The inspection team found that parents are justified in what pleases them about the school as can be seen from the summary. Parents were divided as to whether there is too much or too little homework. There is a clear homework policy and a home school agreement which is used by all staff. Information to parents is very good; reports clearly state what pupils have achieved and give targets for improvement. The range of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

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

1. The attainment of seven year olds has been consistently above or well above average for the past four years and in 2000 was well above average when compared with schools that take in pupils from similar backgrounds. In reading, attainment was in the top five per cent of similar schools. Girls attain more highly than boys but boys perform better than boys nationally.
2. 2000 was the first year that eleven-year-old pupils took national tests and a significant number of pupils joined the school after Year 2. There are no previous results on which to base a judgement about standards over time and caution is needed when looking at the performance of only one year group. In 2000, performance was average in English and science but below average in mathematics. There were fewer of the higher level 5 than nationally. Boys performed better than girls but in the year group there were twice as many boys.
3. The inspection found that the attainment of seven year olds continues to be above average and that the attainment of eleven year olds has improved from last year and is above average. Girls generally attain more highly than boys but boys' attainment is above average. The reason for the high attainment is good teaching and a careful match of work to the learning needs of pupils. Attainment in science and writing has improved significantly this year as this has been a focus for development. Higher attaining pupils achieve well because they are challenged by their work. The provision for special educational needs is very good so pupils achieve highly.
4. The attainment of children in the foundation stage (under six) is above average and they achieve well in relation to their attainment on entry to the school, which is above average. The good interaction between adults and children ensures that their personal development and language skills are above average. Good provision for all the areas of learning ensures that skills in mathematics are developed well and that they develop a curiosity about the world in which they live. Work in art is particularly good but their skills in music, although average, are less well developed. Most pupils develop good skills of co-ordination and move carefully around the classroom and outside area, despite the sometimes cramped space.
5. For both seven year olds and eleven-year olds, attainment in speaking and listening is well above average. Pupils have a wide range of vocabulary which they use well to explain what they are doing and to put forward their point of view. Many pupils have very good skills of reading and read with fluency, accuracy and confidence. They know how to use books to gain information and many, both boys and girls, enjoy reading. By the time they are eleven, many pupils are confident to write for a range of audiences and in a range of styles, for example, formal letters or poetry. Literacy is taught well and so pupils apply their skills of literacy very well in other subjects. Skills of research are used well and pupils express their ideas clearly in writing.
6. Attainment in mathematics is above average and pupils achieve highly. Many are skilled in number and are proficient in mental mathematics. They are confident to explore number, usually enjoying the activities. Numeracy is taught well across the school and pupils apply their skills well in other subjects such as design and technology and science.
7. In science, attainment is well above average across the school and the attainment of eleven year olds has improved significantly since the last inspection. A particular strength is investigative science. Pupils are confident in putting forward hypotheses and then finding ways to test them. Pupils make very good progress in science.
8. Attainment in information and communication technology is average. Staff use the computers in their classrooms very well but the development of skills in ICT is hampered by limited access to computers. A computer suite is going to be opened shortly which should give opportunity for pupils to practise their skills more frequently. Most pupils are confident with

using the keyboard and inputting information. They use CD-Roms proficiently to gain information to help their learning.

9. Attainment in history and geography is average and pupils achieve appropriately. Younger pupils understand about the sequence of events over time and the similarities and differences between the past and the present. Eleven year olds begin to identify characteristics of different periods and to understand the beliefs and attitudes of people in different settings. In geography, they know how to interpret maps and gain an understanding about living in different parts of the world. The school has developed a good approach to teaching both subjects, using the time that is given well. However, the amount of work covered is limited as the school has appropriately focused on literacy and numeracy in line with national guidance.
10. Attainment in design and technology, art and music is above average across the school and pupils achieve highly. Many pupils are skilled in design, thinking carefully about their products. They take care when making up their designs so the work is often of a high quality. In art, the same attention is given to the design element. Observational drawings are detailed and paintings show a sensitivity to colour and texture. In music, pupils are skilled in performance, particularly when presenting their own compositions. These show good awareness of the sounds that instruments make and pupils select them carefully to create their chosen effect. Singing is tuneful and expressive.
11. Attainment in swimming is above average for seven year olds and pupils achieve well. The attainment of eleven year olds is average and they achieve appropriately. The skills of younger pupils, throwing, catching and moving around spaces are well developed. Older pupils develop satisfactory skills in games. All pupils develop an understanding of how to live healthily and the need to look after their bodies.
12. There have been very good improvements since the last inspection when it was found that attainment was broadly average, higher attaining pupils underachieved particularly at Key Stage 2 and that design and technology, ICT and science were weak at Key Stage 2. The improvements are due to the very good leadership by the headteacher and subject co-ordinators and the commitment of the staff. This has led to very good use of assessment and setting of targets for all pupils, resulting in more precise teaching.

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

13. The school is a very orderly community. Pupils have very good attitudes to the school. Their behaviour is very good, as is their personal development and relationships. They are enthusiastic about coming to school, are pleased to attend and show interest and maturity in their learning. They are keen to learn and enjoy the opportunities which the school provides, including extra curricular lessons. In lessons they work hard, enjoy their successes and relate very well to each other. The overwhelming majority of parents who responded to the questionnaire agreed that their children enjoy school.
14. The pupils' behaviour in the school is very good. They comprehend and respect the few school rules and their very good behaviour reflects the Christian ethos by the school. In a school assembly observed during the inspection week, which was conducted entirely by Year 2 pupils, the whole of the school celebrated their achievement and took pride in the way the younger children performed during the assembly.
15. Relationships between pupils, peer groups and staff are excellent. Pupils understand and respect other people's feelings and beliefs and understand the impact of their actions on others. No poor or challenging behaviour was observed during the inspection week. Pupils have good respect for their own belongings and other people's property and the school property. The school does not have graffiti and there is no vandalism.
16. At break and lunchtimes, pupils from every year group, including the foundation stage, relate very well together. They either play games or chat quietly. Lunchtimes are pleasant social occasions and older pupils are mentors to younger pupils, teach them games and are pleased to look after them. The school promotes pupils' personal development and relationships very well. Pupils are able to work harmoniously together when sharing tasks. For example, in a literacy lesson, pupils worked very well together to discuss the advantages and disadvantages

of Poole compared with their home town of Walton. In a lesson with reception children which encouraged them to share their feelings, the youngest children in the school were clearly able to communicate their feelings of love and care and were able to demonstrate that they felt well cared for by the school.

17. Pupils with special education needs integrate well into school and enjoy their achievements. They work hard and are often proud of their work. They mix well with other pupils at playtime and lunchtime.
18. Pupils are given ample opportunity to display personal responsibility and initiative. They are members of the school council, help prepare the hall for assembly, act as monitors and mentors, and befriend younger pupils. Visitors are warmly welcomed in school by the pupils, who are articulate and at ease with them. They enjoy showing their work and take pride in showing visitors their school.
19. Attendance at the school is good. Lessons always start on time. Pupils are punctual to school and demonstrate good behaviour when entering and leaving the classroom.
20. The negative comments about pupils' behaviour in the previous report, including misbehaviour by a small number of boys in Year 2, has now been eradicated and the very good behaviour of pupils and their attitudes contributes significantly to their development and progress.

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

21. Teaching across the school is good. During the inspection, no unsatisfactory lessons were observed. 87 per cent of teaching is good or better, and of this 35 per cent is very good or excellent. At Key Stage 1, half the teaching observed was very good or excellent. The teaching of English, mathematics, science, geography and physical education is good. Too little teaching of art, design and technology, music and history was observed to make clear judgements, but what was observed was good. The teaching of ICT is satisfactory. Staff plan very well for ICT within their classrooms but there is little opportunity for the whole class to practise the ICT skills that are taught as computers are limited until the new suite opens in September.
22. Teaching of the foundation stage is good and many lessons are very good or excellent. Staff have a very good understanding of most of the areas of learning. Understanding of art and drama in the creative area is very good but that of music, although satisfactory, is less strong. Relationships are very good and children know that they must do their best and behave well because it is expected by the staff. Planning is good and is used well. It takes account of pupils of different ages and their learning needs. It is appropriately based on the guidance for the foundation stage. A significant strength in the teaching is the very good interaction between adults and children which encourages children to develop their skills of listening and speaking as well as extending their knowledge, understanding and curiosity about the world. Part of this interaction is the very good use of questions to provoke children's thought and extend their understanding. This was observed on many occasions, such as when children were arranging the garden of *Mary, Mary, Quite Contrary*. Many good opportunities are given to develop skills in literacy through discussion. Boys making an acrobatic frame from large wooden blocks engaged in a serious discussion about the wisdom of placing a block in one place, as it may not have been safe. This activity also gave them opportunities to collaborate and share and thus to develop their personal, social and emotional skills. Adults in the foundation stage have clear roles and responsibilities and are deployed well. There is limited adult support in the afternoons and although the two staff manage well, they are not able to extend the children's learning as effectively as in the morning when there is more adult help.
23. Across the school, the teaching of pupils with special educational needs is good due to the very good provision for special educational needs and the good and often very good support of the support assistants. Learning support assistants work unobtrusively and sensitively with pupils, enabling them to contribute to the lesson. In several lessons, pupils who responded in front of the whole class beamed with delight and their self esteem was high. In a science lesson on food chains with a Year 5 group, the effective support of the assistant and the work which was well suited to their needs led to high achievement for the lower attaining pupils.

24. Teachers at Key Stages 1 and 2 have a very good understanding of the subjects they teach and they use this well to move the learning of the pupils forward. Their understanding is helped by the subject guidance developed by co-ordinators which they use well in their planning. Lessons have a clear focus and the objective is usually shared with the pupils. Planning is very good and takes good account of the needs of pupils of different attainment. These features came together in an excellent literacy lesson with Year 2 pupils in which they wrote tongue twisters. The high quality of the work was a direct result of the skills of the two teachers and support staff involved in the lesson. A Year 4 mathematics lesson led to interesting discoveries about the properties of number by the good range of methods that the teacher used to consolidate and extend pupils' understanding.
25. Relationships throughout the school are excellent and the management of behaviour is very good. Adults respect and value the contribution made by pupils. As a result, pupils are able to listen and to learn and they are confident to learn from their mistakes. In a Year 5 science lesson in which pupils were finding out about the interdependence of animals and plants in the environment, they had the confidence to question and research, which led to good learning about food chains.
26. All teachers have high expectations of the work of their pupils and pupils know they must work hard and do their best. As a result, pupils apply much creative, physical and intellectual effort which leads to good learning. One feature of the high expectations are questions which probe and extend understanding. The teacher of a Year 1 music lesson encouraged the pupils to evaluate their work and then prompted them to think more deeply about their answers, for example, *How could you make it better? In what way would you swap the instruments round? Why do you say that?* The six-year-old pupils responded to the challenge by being able to justify their choice which led to excellent learning about composition. In a Year 3 science lesson, pupils developed their knowledge of the function of the leaves of a plant when the teacher challenged them to find out more information about leaves through investigation. In a Year 5 literacy lesson in which pupils looked at different points of view, a lively discussion ensued amongst the pupils when the teacher asked probing questions about the novel, *Stig of the Dump*.
27. A significant strength of the teaching is the use of assessment in English, mathematics and science to plan for teaching. The information is used to set targets for the classes and for pupils and their progress is carefully monitored. The assessment of other subjects is satisfactory and staff use on-going assessment well in the classroom and adjust their teaching in the light of the pupils' understanding. This information was used excellently by a teacher who took a Year 3 class for the day. The lesson was pitched at the right level and pupils achieved highly in producing poetry about their findings in a magical box.
28. In the last inspection, areas for development were classroom organisation, the management of behaviour, teachers' understanding of science, ICT and design and technology and teaching at Key Stage 2. Excellent progress has been made since then.

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

29. The curriculum provided in the foundation stage is good. It is well planned and provides an effective transition from the foundation stage to the National Curriculum. The curriculum in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The school provides a good range and quality of experience for both the higher attaining pupils and those with special educational needs. Although lesson planning includes opportunities for pupils to use their information technology skills in subjects, there is a lack of opportunities for pupils to gain regular experience of using the computer to develop their expertise. In physical education there are good opportunities for sport, games, athletics, gymnastics and swimming. The implementation of the Literacy and Numeracy strategies has meant that the time allocated for history and geography is low in some years.
30. All subjects have a policy and a scheme of work based upon national guidance. Good provision has been made for the teaching of literacy and numeracy skills on a daily basis and

this is having a good effect upon attainment.

31. Pupils with special educational needs are fully included in all aspects of the work of the school and the provision is very good. Teaching is supported well by good individual education plans in the foundation stage and at Key Stages 1 and 2. A strong feature of special educational needs throughout the school is the encouragement of social skills and behaviours that are appropriate for pupils as members of the school community. These pupils enjoy being at school and appreciate the good level of inclusion. Pupils with statements of special need are given levels of support recommended in their statements and other pupils are given the designated level of support in class.
32. The school promotes equal opportunities effectively and this ensures that all pupils have access to the curriculum. The careful tracking of pupils' progress throughout the school also ensures that all pupils' progress is monitored regularly. A clear policy statement ensures that all staff are aware of the need to ensure that boys and girls and high and low attainers have full access to the school curriculum and out of school activities. In a few classrooms, girls and boys are not encouraged to mix when working in groups and they tend to prefer to work in single sex groups.
33. The provision for extra-curricular activities is good. There is an extensive range of opportunities during the school day and after school, although these are mainly for older pupils. Pupils also have opportunities for study support and homework. Other activities include swimming, football, athletics, netball, recorder groups, choir and instrumental teaching in music. In addition, each class makes a termly visit to a place of interest related to their studies, for example, in science, geography and art. Year 3 pupils visit a residential centre which provides good opportunities for supporting social development and their work in science and art. Year 6 pupils attend five days residential work at the Kingswood Centre which provides opportunities for the development of their information technology skills and their sense of adventure. All these activities contribute significantly to the quality of the pupils' learning in school and their social development.
34. There is a very good programme of personal, social and health education in place. Pupils have opportunities to explore the feelings and reactions of different people in different situations. The School Council is another forum for discussion, and the presentation of different points of view has an influence on the decisions that are made and the quality of daily life in school. This encourages and develops social skills in pupils of all ages by discussing various issues and the ways they might be resolved. A drugs misuse and sex education policy is in place and parents are fully consulted about this when appropriate. Generally sex education is approached as part of the science programme of work. The very good behaviour in school arises from an overall understanding of the pupils about right and wrong as well as the effective use of the different award systems in Key Stages 1 and 2.
35. The contribution of the community to pupils' learning is good. There are substantial links with the church, the local library and a local bookshop. The school organises events such as a Book Week and a Science and Technology Week. In the latter, engineers from industry were invited into school to share their specialist knowledge. The school also has fruitful links with BP Amoco. A major feature in school is the significant number of parents and community volunteers who support the work in classrooms. The school governors visit the school regularly and have interests in the subject areas of the curriculum.
36. The school has good constructive relationships with partner institutions. These include effective links with local secondary schools. In addition to the transition arrangements for pupils in Year 6, secondary pupils assist with events such as the school sports. There is also a local federation of primary schools which encourages staff to work together on assessment and other activities of common interest. Effective links are also made with the local nurseries and playgroups.
37. Provision for spiritual, moral, social and cultural development is very good overall. Provision for spiritual development is good. Although most pupils predominantly follow the Christian faith, the provision ensures that belief in other faiths is valued by them. The very strong link between the school and the local church is fortified by the high profile that the school places on spiritual development. Assemblies are held regularly and differences and intricacies of other

faiths are taught to pupils and illustrated by artefacts. Some staff make good opportunities to consider the human spirit, such as the teacher who created an ethos of suspense when she opened the magic box full of trinkets and in mathematics when pupils suddenly find the magic of patterns in number.

38. The school makes very good provision for pupils' moral development. All adults offer good role models and pupils are taught to understand the difference between right and wrong and the impact of their action on others. During the inspection week, pupils were seen to be participating in a lesson on drug awareness, and they readily understood the effects of drug taking and possible punishments from society. Pupils receive a wide range of awards for good work and behaviour. This includes a weekly achievement assembly at which pupils are very proud to receive awards.
39. The school makes very good provision for pupils' social development. The very positive atmosphere and relationships, which exist throughout, have a beneficial influence on pupils and their ability to work and live harmoniously is enriched as a result. They work well together in lessons and share ideas. In the playground, many pupils befriend younger ones and staff give praise and encouragement to new pupils to enable them to settle down very quickly. In a Year 5 class, pupils were encouraged to write sample letters to world governments complaining of the poor conditions in third world countries and they are fully aware of the suffering of unfortunate children in these countries.
40. The school makes good provision for pupils' cultural development. They are taken on a wide range of visits, which include museums and art galleries. The whole school has engaged on a project for appreciating the artwork of Matisse, Picasso, Lowry, and other artists. Pupils in Years 5 and 6 are able to analyse and comment on different styles of poetry and novels such as the Anansi stories. Since the last inspection there has been good improvement in helping pupils to be aware that they live in a multicultural society and more opportunities for raising awareness are now made, such as the purchase of instruments from other countries and the study of literature from other cultures.

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

41. Procedures for child protection and ensuring pupils' welfare at the school are good. All pupils are very well known to both their teaching and non-teaching staff and receive a good level of support and assistance whilst they are at school. Staff display care and concern for the pupils and their consideration is reflected in the positive attitude of staff to pupils in their daytime life at school. Pupils make good progress and thrive in the strong learning climate.
42. The school has good procedures for promoting and monitoring child protection, and ensuring pupils' welfare. The named Child Protection Officer is well aware of her responsibility, the full and comprehensive Child Protection Policy is known and understood by all staff and careful liaison is carried out with the Child Protection Officer, staff and the relevant agencies. The school keeps good records of child protection matters. Accidents are recorded correctly and the school has an adequate number of trained first-aiders; health and safety procedures are relevant and up-to-date.
43. At the request of the staff, a health and safety audit was carried out in 2000 and a further audit carried out by governors in 2001, but it is not clear from the audit follow-up whether items of concern identified in the audit have been completed.
44. The school's procedures for the monitoring and recording of attendance are very good. Registers are marked regularly, are accurate and fully comply with legislation. Absences are followed up rigorously by the secretarial staff and headteacher, who liaises most effectively with the Education Welfare Officer. As a result, attendance is good and pupils arrive punctually to school.
45. The educational and personal support and guidance given to pupils is very good. Staff know their pupils well and pupils feel that they are able to relate to them and know who to go to for support or guidance. Adequate staff are deployed in the playground at break and lunchtime to supervise the pupils at play. These staff are well trained and give effective support.



46. The school has simple, but very effective procedures for monitoring and promoting good behaviour and for monitoring and eliminating of oppressive behaviour. The few school rules, which are based on reward and verbal sanction, are understood by all pupils and adhered to by staff. Any incidents of bullying or challenging behaviour are quickly identified by staff and dealt with most appropriately. Pupils feel that they are safe and secure as a result. During the inspection week, no incidents of bullying or challenging behaviour were observed and pupils confirmed during interviews that they felt that the school's approach to bullying is consistent and helpful.
47. The way in which the school assesses pupils' work and uses the information to inform the planning of teaching is very good in English, mathematics and science. Pupils are regularly assessed and the information is used to set targets for their attainment at seven and eleven and then to review the progress they are making towards the targets. Each class teacher has a comprehensive list of the achievements of their class which they use when they plan their teaching. This is a key strength of the school. It enables teachers to be very knowledgeable about the progress of the pupils in their class and to act quickly if a pupil begins to underachieve.
48. In other subjects, teachers are beginning to assess the National Curriculum level once a term which also gives a clear picture about the progress pupils are making. This termly assessment is clearly identified in the planning. The information from assessment is used well when teachers write progress reports for parents.
49. There has been very good progress on the areas identified for improvement in the last inspection; all areas have been tackled successfully.

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

50. The school works extremely closely with parents and fully involves them in all aspects of their children's education. The overwhelming majority of parents who responded to the pre-inspection questionnaire expressed positive views of the school. A significant minority of parents expressed the view that they were not kept fully informed of their children's progress and the school does not provide a good range of activities outside of lessons. The inspection findings do not confirm these views. The links, which the school has with parents and their effectiveness are very good. Reports are comprehensive, parents are warmly welcomed into school and help in a variety of ways. They work in classrooms with children, help by accompanying pupils on out of school activities and feel free to come into school at any time to discuss their children's progress.
51. The headteacher personally welcomes parents and children at the start of each day in the playground and all staff are available to speak to parents at any time if they have concerns.
52. Information provided by the school about pupils' progress is very good. Reports are very clear and give concise information about progress, set targets for the next stage of their learning and give good explanation of grades that pupils have reached. The reformulation of the reports was achieved after full consultation with parents. The school produces regular newsletters, which give full information about events and activities being promoted by the school and in addition, a useful notice board provided at the front of the school ensures that all parents are fully aware of the facilities the school provides and what is available for their children.
53. The school has produced a most attractive brochure, which is well illustrated and presented, and gives full information about the ethos of the school and the various school policies. There is an active Parents' Association, which organises fund-raising and social events for the benefit of the school. Their work is much appreciated.
54. Arrangements for the admission of pupils, and the transfer of pupils to the next stage of education, are good. Parents of children prior to their entry in Reception, take part in a planned programme of events, designed to encourage children to want to attend and to settle them in quickly. These range from spending time with their new teacher to joining in a school lunch. Parents are encouraged to stay with their child until the child settles into the routine.

The school has made good arrangements for staff at receiving secondary schools to meet pupils from Year 6 and parents are given full information about other schools and the various opportunities available to them.

55. The school works very well with parents of children with special education needs. They are fully involved in individual education plans, target setting and attend pupils' annual reviews. The omission in the previous inspection report that parents did not receive regular written information about the curriculum their children will be studying, has been corrected, and the strong partnership at the school with parents contributes significantly to the progress that pupils are making.

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

56. The overall leadership of the school is very good and that of the headteacher is excellent. She has very high expectations of the pupils and adults who work in the school, coupled with a strong concern for their welfare. Her focus is appropriately upon high achievement in personal and academic development. This has created very good team work and all adults work hard to ensure that the quality of education is as high as possible. The very good improvements since the last inspection and the very good capacity of the school to continue to improve are evidence of the high quality of leadership.
57. Governors have developed very good systems to monitor the work of the school. Each governor is attached to a curriculum area and tries to visit lessons, talk to the co-ordinator or join in-service training in the subject. Governors also undertake the role of *Governor of the Month* in which they visit more formally and write a report for the full governing body on their visit, based on the priorities of the school development plan. The reports are generally sensitive and perceptive. As a result, governors know the school well and have good information upon which to base strategic decisions.
58. Subject co-ordinators are very clear about their roles and fulfil them most effectively. They give very good guidance and support to colleagues. Currently, there are no co-ordinators for history and geography but there are plans to deal with this.
59. The review of the work of the school is another key strength which has led to consistently good teaching and raised performance. The attainment of pupils is carefully reviewed and targets are set for them to achieve from the review. Results are analysed and the information fed back to teachers so that they can improve their teaching. Attainment is also analysed by gender and ability but not yet by ethnicity. All teachers are regularly observed in their classrooms and the results fed back to them. Areas for development then form the focus of the next review. Subject co-ordinators monitor the teaching of their subjects on a rolling programme. The tracking group focuses on an area each half term and reviews the work in this area, for example, science and the foundation stage. A report is written and action points are followed up. The systems for reviewing the work of the school are rigorous yet sensitive and are one of the reasons for the very good quality of provision.
60. The school development plan is a very good tool for ensuring that the priorities that are identified are met. Governors, staff and parents have been involved in its development. It is a working document which is continually reviewed. The most recent copy is kept in the staff room so that all have immediate access to it. Governors are expected to use it when they act as *Governor of the Month*.
61. The management of the provision for pupils with special educational needs is very good. All pupils who are on Stage 2 or above on the register of special educational needs have an individual education plan. Appropriately, class teachers have recently started to write the plans for pupils in their class. Some staff are more confident than others, as the special educational needs co-ordinator is aware. The school meets all the statutory requirements for this area. Although the school has a high number of pupils for whom English is an additional language, there are very few who are at early stages of learning English and during the inspection, there were none. The school appropriately seeks support from outside when there is a need.

62. The provision for equal opportunities is good. All pupils are included in activities and teachers and support staff work hard to encourage pupils who may be reluctant to join in. Boys and girls work well together in groups, although in some classrooms, teachers do not encourage them to mix and groups often consist of one gender. In others, there is a deliberate attempt to mix them.
63. The budget is managed efficiently and effectively and the school uses a range of information to ensure that it is spent wisely. One example is the rolling programme for improving the building which has been highly successful and has led to very good improvements since the last inspection. This programme has recently been reviewed. Money from grants is spent appropriately. The most recent audit indicates good practice.
64. Continuing professional development of staff is well managed and thoughtfully linked to both the school development plan and to personal development. New staff are supported well and their work is monitored to ensure that it meets the high expectations of the school. There is a range of experience amongst the staff and support assistants are well trained for their roles. In the foundation stage, a full time teacher is effectively supported by a nursery nurse and in the mornings, by parents who volunteer. The support is used well but in the afternoons, there are fewer adults and so the interaction and teaching of the children is not as effective as in the mornings.
65. The accommodation is good, although the two outside classrooms are in a poor condition. Governors are aware of this and have plans to improve them as money permits. The outside facilities offer good provision, especially the secret garden and the tables and benches on which pupils can eat their lunch if the weather permits. Classrooms are generally small, but the space is used well by the school to enrich the pupils' education. The school has a small music room, large hall which doubles as a dining area, an outside swimming pool and extensive play areas and very good playing fields and grounds. The new activities room provides a good base for music, design and technology and other activities. The overall accommodation provided by the school has a positive impact on the pupils' education. The area for the foundation stage is small but staff make the best use of it and use the main facilities as part of their provision. Resources are generally good; much of the outdated resources mentioned in the last inspection have been removed and replaced with new.
66. The last inspection found considerable areas of weakness. These have been successfully tackled and there has been excellent improvement.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to maintain and further improve the high quality of provision, the headteacher, governors and staff should;

(1) Implement the plans to introduce a computer suite so that pupils gain more practice and so develop their skills in ICT. (paragraphs 8, 21, 29, 111, 137, 140)

(2) Review the allocation of time for the humanities so that pupils can attain as highly as they do in other subjects. (paragraphs 9, 29, 129, 136)

68. Other areas for improvement that governors should consider in their action plan are;

Ensure that there is a consistent approach to raising pupils' awareness about gender stereotyping. (paragraphs 32, 62, 111, 135)

Develop staff's confidence in writing individual learning plans for the pupils in their classes who have special educational needs. (paragraph 61)

As funding permits, ensure that the plans to improve the outside classrooms are implemented. (paragraph 65)

Review the adult support that is given in the foundation stage in the afternoons. (paragraphs 22)

When analysing the performance of pupils, include an analysis by ethnicity. (paragraph 59)

Consider using the expertise of subject specialists to teach in classes where teachers are less confident. (paragraphs 4, 22, 81, 82)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	27	52	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)	0	226
Number of full-time pupils known to be eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.3

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	12	20	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	20	20	20
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (97)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	20	20	20
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (94)	100 (95)
	National	84 (82)	88 (86)	88 (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	14	7	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	5	4	6
	Total	18	15	19
Percentage of pupils at NC level 4 or above	School	86 (n/a)	71 (n/a)	90 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	5	4	6
	Total	15	16	19
Percentage of pupils at NC level 4 or above	School	75 (n/a)	76 (n/a)	90 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	1
Chinese	0
White	184
Any other minority ethnic group	13

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23.3
Average class size	28.3

#### **Education support staff: YR – Y6**

Total number of education support staff	7.0
Total aggregate hours worked per week	136

### **Financial information**

Financial year	2000/2001
	£
Total income	502,103
Total expenditure	479,096
Expenditure per pupil	2111
Balance brought forward from previous year	8807
Balance carried forward to next year	31,814

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	69

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	1	1	0
My child is making good progress in school.	33	58	9	0	0
Behaviour in the school is good.	35	61	3	1	0
My child gets the right amount of work to do at home.	22	55	19	3	1
The teaching is good.	35	62	3	0	0
I am kept well informed about how my child is getting on.	16	58	20	3	3
I would feel comfortable about approaching the school with questions or a problem.	41	49	6	4	0
The school expects my child to work hard and achieve his or her best.	29	62	7	1	0
The school works closely with parents.	16	72	10	1	0
The school is well led and managed.	25	67	3	3	3
The school is helping my child become mature and responsible.	25	65	6	1	3
The school provides an interesting range of activities outside lessons.	6	48	30	12	4



## **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**

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

69. Children enter the reception class with above average skills and they make good progress because of the very good provision for this area of learning. Adults provide good role models through their relationships and interaction with one another. They treat children with respect and are firm when necessary so children understand the need for good behaviour. Girls and boys are confident socially and they relate well to one another. During the week of the inspection, children who are starting in September visited the school on several occasions. They were welcomed by a group of children who had been there for a year and who shared their work with them happily. Most children have formed good relationships with both adults and their peers. Two boys wanted to talk about their work and politely asked if the inspector would like to come outside and see what they had been doing. Children respond well to the encouragement to tidy up after them and to dress themselves for physical activities.
70. Many children take a delight in learning as it is made enjoyable for them. A girl who had drawn a picture of a garden then attached a paper ladybird to a paperclip and used a magnet to make it move across the garden, was fascinated and eager to show it to others. Children are encouraged to try out new activities, such as building an acrobatic frame and they have the confidence to try. They understand the need to be quiet on certain occasions and they have the ability to persevere for an appropriate time. When other children are responding, most children sit and listen quietly to what they are saying.

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

71. Children make good progress in this area of learning and attainment is above average because the interaction between adults and children is very good. Adults are skilled at questioning which draws out and extends the ideas of the children. Most children listen well and respond to what they hear. They put forward their ideas with clarity and have the confidence to speak in front of a group, for example, several were prepared to respond to questions in whole school assembly. They carry out instructions confidently. In the role play area, which during the week of the inspection was an underwater scene, they make up stories using good imagination.
72. By the age of six, most children have attained the goal for reading and a few are on the early stages of the National Curriculum. They understand that print carries meaning and they recognise letters. A few read simple texts proficiently. Many recognise rhymes and are eager to repeat recurring phrases in poetry and nursery rhymes. The use of reference books by adults helps them to understand that they can seek information from books. A reference book was kept by the garden of Mary, Mary, Quite Contrary for children to look at and the adult working in the area shared it with them.
73. The majority of pupils understand that writing conveys meaning and they use the writing area well. Children wrote notices on their constructions saying *do not touch* and one child wrote a letter to the teacher. All respond to the expectation that they will put their names on pieces of work by writing their names before they begin. A boy told the inspector that you must always write your name on your work and proceeded to do so.

#### **Mathematical development**

74. Most children reach the early learning goals in this area of learning by the time they are six, and a few reach the early stages of the National Curriculum. Children are familiar with number and enjoy counting songs and games which they do with proficiency. Most count up to ten with confidence and many cope with counting to twenty. In one activity, children were asked to count in twos, using the animals from Noah's Ark to help them. The higher attaining children knew that two more animals were needed to make twenty from eighteen. Many have a good understanding of mathematical language such as heavier than and lighter than. They were

asked to look at bottles filled with liquids and to order them into full, half full and empty. Most handled this well. They understand that only a certain number of children are allowed in some areas, such as four in the water area.

75. The activities encourage children to understand about measurement. One boy in the underwater role play area wanted to measure the depth of the sea. He thought long and hard then asked the teacher for help. Her careful prompting enabled him to realise that the solution was a measure. He took it back to the area and realised that one measure was insufficient and successfully worked out how to count three measures. He applied much intellectual effort and was delighted with his result. An activity involving creating an obstacle course helped children to understand words that describe position, such as through, in and under. Most children then completed the course successfully, although some needed adult help. A small number read the words to help them.

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

76. Attainment in this area is above average. Good provision for this area of learning promotes curiosity about the world around them. Children are taught to use their senses, to look carefully, to listen and to touch to learn about their world. The plants that they grow encourage them to find out about how living things change and grow. In an activity which involved investigating magnets, children discovered that some magnets are stronger than others and they tried to understand the idea of attraction. A fishing game was placed in the water tray and children discussed which objects they thought the magnet would pull. A group also tried to discover how many magnets it would take to raise a tray. Many thought the magnet was magic!
77. Children learn to construct objects and to think about ways of changing them. One example was the acrobatic frame using large wooden blocks. A group of boys thoughtfully arranged the blocks then stood back to look at the finished arrangement. One was dissatisfied as he thought it was unsafe. The others agreed with him so they lowered the height using smaller blocks. Several children made collages using wooden pieces. They rearranged the pieces until they were satisfied with the results. The computer is planned to be used throughout the day and children are proficient in using programs when they are loaded for them.
78. Children are willing to talk about their lives at home and features of the area in which they live. They were very interested in the violin and viola that belonged to the father of the teacher because they were very old.

### **Physical development**

79. The accommodation is cramped but children move carefully around it with a good awareness of space. They develop an understanding of the need to make way for others, standing back to let an adult or peer pass, for example. When using bicycles and cars, most children move carefully, although younger ones have less control. When moving along the obstacle course, many did so with considerable skill and concentration. Three girls moved around three cones carefully, avoiding knocking them down. Most children use the slide confidently and are prepared to wriggle through the tunnel at the end. Most children handle small tools sensibly and with increasing skill. They know that fruit is good for them as they are encouraged to bring it in for snacks.
80. Attainment in this area of learning is above average.

### **Creative development**

81. Attainment in most areas of creative development is above average, particularly in art. In music, attainment is broadly average. Children use a range of materials to express their ideas such as paint, crayons, junk materials and wooden objects. Children working with watercolours showed good imagination and developing skills in technique and choice of colour. One child painted a rainbow and another a landscape. One boy selected a finer brush to create the effect he wanted.

82. Children enjoy singing songs but they have little confidence in using instruments. They remembered the shape and sounds of the instruments they had heard when a musician visited the school and one boy could name them all, including the double bass. Most enjoy moving to music and the more confident ones are prepared to lead the class as they move around. In the role-play area, many children use their imagination well to create stories. They thoroughly enjoyed the idea of the underwater world and used it creatively.

## ENGLISH

83. In 2000, the attainment of seven year olds in English was well above average and that of eleven year olds was average. Over the past three years, seven year olds have attained above average results, particularly in reading. Higher attaining pupils have achieved well and boys' attainment has been above average, although not as high as girls. There is no comparable data for eleven year olds as the results are only available for one year.
84. The inspection found the attainment of seven year olds is broadly similar to that of last year and that the attainment of eleven year olds has improved from last year and is now above average, particularly in writing which has been a focus for development across the school. The attainment of boys is above average. Pupils with special educational needs make good progress as they receive effective support and higher attaining pupils also achieve highly. One of the reasons for the high attainment is the very good use of assessment which is used to set targets for pupils and then to measure the progress they make.
85. Attainment in speaking and listening is well above average for both seven and eleven year olds. Many pupils are highly articulate and have a wide vocabulary which they use well. Many are confident to speak in front of a large audience which was observed in an assembly taken by pupils in Year 2. The pupils who read or spoke enunciated their words clearly and with confidence. Eleven year olds express their ideas clearly and put forward a point of view convincingly. They are confident to speak with adults who they have just met.
86. Attainment in reading is above average. Many seven year olds read fluently, accurately and with great understanding. They enjoy reading and are prepared to discuss books that they have read. Eleven year olds read widely, both fiction and non-fiction. They are prepared to read texts that are challenging. Most have appropriate strategies for selecting books, such as reading the first page or the blurb. Many have advanced skills of reading, such as using deduction and inference. This was seen in a Year 5 class who were finding about the points of view of different characters in *Stig of the Dump*.
87. Attainment in writing is also above average including skills of presentation. All seven year olds use a cursive script that is clear, legible and fluent. This is because staff teach cursive script from the reception class. Most eleven year olds also use cursive script well. Seven year olds are beginning to organise their writing well and their writing is generally accurate. They write in a wide range of genres such as poetry and letters. They are beginning to understand some of the conventions of writing such as when they wrote tongue twisters. All pupils, including the lower attainers, used alliteration well to write an extended tongue twister that was amusing. They thoroughly enjoyed the lesson. Eleven year olds use a wide range of vocabulary and select it appropriately and often imaginatively, although the writing of lower attaining pupils can be contrived. Spelling and grammar is usually accurate but average and lower attaining pupils have more difficulty and make errors. Many handle a wide range of styles and they show good awareness of their audience, such as when they wrote formal letters. An example of their writing was a rainbow poem;

*What is rain?*

*The tears of the universe*

*What is the sun?  
The light of the world*

*What are clouds?  
The beds of the gods*

*What is snow?  
The brother of the stars.*

A girl wrote about babies;

*Harmless but still sweet  
Sitting in his mother's womb  
Waiting to be born  
Wanting his life to begin  
Hoping to be loved forever.*

88. The focus on writing has led to good continuity of teaching across the school. For example, pupils in Year 1 wrote a letter in response to one from Prince Charming which arrived in the classroom with great ceremony. In Year 3, pupils wrote poems of good quality about *What is the sun?* Year 4 and 5 pupils analysed paintings of landscapes; *I think this is not very realistic as none of it looks very real because it is made of different shapes and It makes me feel alive because .....* The school provides a highly literate environment for its pupils through its emphasis on writing.
89. The teaching of the Literacy Hour is good and pupils use their skills well in other subjects. Research skills are used effectively to seek out information. Pupils know how to use the library and how to find out information from non-fiction books. Most use dictionaries well to check on spellings and to find alternative words. They use writing well to present their findings, such as in geography and history when they research topics.
90. Many pupils enjoy English because it is taught well and staff present their lessons in an interesting way. One example was a Year 3 lesson in which the teacher brought in a magic box and slowly took out the contents one by one and asked them to say who they thought it belonged to. Pupils were spellbound by the carefully selected objects and discussed each one avidly. The quality of writing as a result was very high. Behaviour is very good and pupils have most positive attitudes towards their work because staff have high expectations of pupils' behaviour and relationships are very good. Many pupils are proud of their work; they concentrate hard and persevere.
91. Teaching is good overall and some is very good or excellent. All teachers have a very good understanding of the subject which is supported by careful planning using the subject guidance. Work is carefully matched to the attainment of the pupils so that higher attaining pupils and those with special educational needs achieve highly. A Year 1 class studying Mr Magnolia extended their understanding of phonics because of the careful match of tasks to the needs of the pupils.
92. All teachers have high expectations of their pupils so they know they must do their best. Questions are used well to develop the understanding of pupils. Year 5 pupils studying connectives, (but, when, however) produced work of a high quality as the questions probed and extended their understanding. Pupils were asked to make three simple sentences into one, using connectives. Many of them immediately began to change the language to make it more interesting as well as using connectives. The teacher was quick to respond to this and encouraged them to think about drafting whilst keeping the focus firmly on the purpose of the lesson.
93. Some teachers are skilled at modelling how they write. In an excellent example, a teacher of a Year 2 class helped pupils by writing a tongue twister of her own. She began by asking them to stay quiet as she needed time to think and sat quietly, reflecting on the task before beginning. In another example, the teacher was asked about the spelling of a word. She thought briefly before trying it herself by writing it down, then used a dictionary. This was

another example of excellent practice as it shows pupils that spelling is difficult and adults have to use a range of strategies as well.

94. Homework is set regularly for all pupils. Work is carefully marked and many but not all staff include comments as to how the work can be improved.
95. The leadership of the subject is very good. There has been very good improvement since the last inspection. There is now subject guidance which supports teachers when they plan and higher attaining pupils make good progress.

## **MATHEMATICS**

96. Standards in mathematics for pupils aged both seven and eleven are above average. While the findings of this inspection broadly confirm the results of national tests in 2000 for pupils of seven, standards for pupils by the age of eleven are now considerably higher than those indicated by last year's tests which showed attainment for eleven year-olds to be below the national average. The reasons for the marked improvement at Key Stage 2 are twofold. Firstly, last year was the first time that eleven year-olds, many of them new pupils to the school, had taken the national tests. Secondly, the rigorous procedures the school has established to assess and improve the performance of individual pupils have made a clear and positive impact on the quality of teaching and learning. Their influence, noticeable across the school, is particularly marked in the more recently established classes at Key Stage 2.
97. Moreover, standards have improved considerably since the last inspection in 1997, when standards were average overall at Key Stage 1 and in Year 3 but there was good attainment in numeracy. Attainment in numeracy at Key Stage 1 has improved and is now well above average. Attainment in investigative mathematics and pupils' understanding of measuring, shape and space is also now above average. This is because practical mathematics is often used at Key Stage 1 as a starting point for pupils' wider understanding of number. Pupils therefore confidently apply their skills in counting when they are measuring or weighing. For example, pupils at Year 2 measured accurately the length of two pieces of string and added the measurements together.
98. Building on the good start they receive before they are six, pupils in Year 1 gain in confidence in adding and subtracting numbers to 20. Many understand how to halve and double quantities and calculate the change to be given when articles of low cost are sold. Most recognise the time in hours and half hours when shown on a regular clock face. By Year 2, pupils begin to read the time in quarter hours from both a standard and digital clock, some higher attainers confidently predicting the time a quarter of an hour earlier or later than that shown. They begin to appreciate that addition and subtraction are inverse operations and successfully measure in millilitres the liquid remaining in a container after some has been poured away. Pupils of all levels of attainment across the key stage achieve well because teachers have high expectations for them and set clear objectives for their learning.
99. Between seven and eleven, pupils continue to build well on their previous learning, making good progress as they move through the more recently established classes of the key stage. In Year 3, pupils gain greater experience of patterns in numbers to 100 and recognise that some recur in multiplication tables. They begin to understand more fully the concepts of fraction and proportion. Those in Year 4 manipulate higher numbers, doubling and halving those with four digits or calculating the perimeter of irregular shapes. The oldest pupils become increasingly competent in calculation, so that, by the age of eleven, many can multiply accurately together two- and three-digit numbers. They learn that data may be represented in various ways, and explore the relative merits of different forms of graphical representation. As at Key Stage 1, pupils of all levels of attainment make equally good progress, especially in the acquisition of numeracy skills because there is a heavy emphasis on this aspect of the curriculum. Those with special educational needs are offered a similar curriculum to that of other pupils and are well supported by both teachers and classroom assistants.
100. Standards of teaching and learning are good at both key stages. Almost all lessons observed were of good quality and one third were very good. Further evidence of teaching was gained from examining work and talking to pupils about what they have done. A strong feature of the

teaching is that lessons are planned thoroughly using information teachers have collected and analysed from pupils' previous work. As a result, teachers have a good understanding of what their pupils need to learn next and are able to set clear objectives for each lesson, pacing the rate of learning realistically and setting appropriate tasks for pupils of different attainment. Teachers' good understanding of their subject and of their pupils enables them to set high expectations for the achievement of all. On a small minority of occasions, higher attaining pupils at Key Stage 2 are challenged to do too much so that they do not have time to reflect at an appropriate depth on what they have been taught but in the greater majority of lessons, teachers give pupils ample opportunity to practise the skills they need. In all classes, questioning is used well. Once pupils are working on a task, teachers monitor their progress well, ensuring that they are not encountering difficulty and offering additional explanations with sympathy and understanding. In one very good lesson for lower attaining pupils, for example, the teacher clearly summarised pupils' reasoning in an enthusiastic, encouraging manner and offered understanding support to those seeking reassurance for their efforts.

101. Pupils across the school display good attitudes to learning mathematics. They concentrate well in lessons and respond readily to teachers' questioning. Because they are well motivated, pupils make good progress in their acquisition of skills and knowledge in almost every lesson. Teachers' detailed understanding of the learning needs of each pupil is communicated to all so that each has a good self-knowledge of his or her learning. Even younger pupils at Key Stage 1, for example, are able to give a clear explanation of the task on which they are engaged and can describe what they are expected to achieve. Across the school, pupils are encouraged to acknowledge when they encounter difficulty so that there is open dialogue between pupils and teacher; this makes a positive impact on the quality of teaching and learning. Those with special educational needs make progress equally as good as that of other pupils because their performance is monitored regularly and thoroughly and because they are well supported by classroom assistants. Behaviour in lessons is good; pupils work equally well independently or collaboratively and are set realistic time targets to complete each section of their work.
102. The mathematics curriculum is sufficiently broad and balanced at both key stages, although at Key Stage 2, investigative work and that relating to shape, space and measures is not always used with sufficient frequency to support the learning of skills in numeracy. Pupils have ample opportunities for mental calculation and pupils build successively on previously acquired mental skills as they move through the school. Patterns of learning are soundly based on the guidance of the National Numeracy Strategy. The headteacher, as curriculum co-ordinator, has provided excellent leadership in the subject, establishing thorough procedures for monitoring pupils' performance and ensuring that these are used judiciously as a basis for the next stages of their learning. The quality of teaching is regularly monitored, and teachers receive constructive advice on their strengths and areas for development. Mathematics resources are good and are readily accessible for pupils' use because each classroom holds sufficient stocks. The school makes regular use of information and communication technology to support learning in mathematics but because too few machines are currently available for use, pupils do not practise using computer-generated mathematical models with sufficient frequency. Mathematics is used to support learning in other areas of the curriculum, for example, in the simple analysis of data from traffic surveys in Walton and to categorise information about the growth of dandelions in different locations on the school field.

## **SCIENCE**

103. The findings of the inspection are that standards of attainment at seven and eleven years are well above the national average. The last inspection found that attainment was average but few pupils attained the higher levels of the National Curriculum. There was no guidance for the subject, the amount of time allocated to the subject was insufficient and the understanding of the subject by some teachers was weak. There has been very good improvement since the last inspection. Clear subject guidance supports teachers in their planning and their understanding of the subject is good. There is also detailed monitoring and tracking of pupils' progress and this information is effectively used to ensure that higher attainers are challenged and pupils with special needs are provided with appropriate targets and support.
104. The attainment of seven year olds has been well above average for a number of years as evidenced by the number of pupils reaching the higher level (Level 3). The inspection found

that this is still the case. The attainment of eleven year olds is also well above average, a significant improvement from last year. This is a direct reflection of the careful monitoring of the progress that pupils make which is used in the preparation of future lessons, and the quality of planning and teaching.

105. By the age of seven, pupils make predictions, investigate and compare the differences between local habitats. For example, in a Year 1 lesson, pupils were studying in the school grounds the habitats of birds, slugs and snails, worms, grasshoppers and ants. They used their clipboards to make records of their findings and included drawings and labels. They demonstrated good observational skills and correctly identified snail shells, beetles, ladybirds, and greenfly and observed that ants not only live on the ground but can be found high up on the bark of a tree. In another lesson in Year 2, pupils were learning about seed formation, flowering plants and beginning to understand the meaning of the life cycle. They were able to answer questions such as *Where do seeds come from? What happens when they are ripe?* and *How are seeds moved about?* Pupils worked well in small groups as they explored seed specimens before returning to the classroom to record their findings. During the year, pupils have made studies of growing up and understand about how they have changed and developed since they were babies. They have learned to classify materials such as wood, metal, plastic, glass and textiles and have been introduced to studies of forces, gravity and what conducts electricity. With support, they use simple equipment such as hand lens and they respond to suggestions about how to find out and record their findings.
106. By the age of eleven years, pupils select the equipment they require to conduct an experiment and make predictions based upon scientific understanding. In a lesson in Year 3, they learned that plants need leaves and that leaves have a particular function in plants. They extended their vocabulary and understanding of specialist terms such as photosynthesis. They understood the conditions required for growth and recorded their observations in a systematic way using a data sheet. Pupils were challenged to find new knowledge about leaves during their investigations in the school grounds using a well-planned data sheet. Before the end of the lesson, they had learned the importance of plants and the differences between old and young leaves. In a Year 6 lesson, they successfully carried out an investigation about how dandelions grow differently in different locations. They recorded and interpreted data appropriately. Pupils recognised that evidence is needed to generate scientific ideas and they showed a good understanding of what is meant by a 'fair test' and the importance of obtaining a good sample upon which to make judgements. In their investigations they learned that in a sunny location the dandelion stem is shorter than when a dandelion grows in long grass.
107. The quality of the teaching and learning is good across the school. This is an improvement since the last inspection. Lessons are well planned with careful provision of work for all abilities. At the beginning of lessons, teachers share the aim of the lesson with pupils so they understand what they are expected to achieve. Teachers have a good understanding of the subject. In the introductions to their lessons, teachers make good links with previous learning and ensure that lessons build upon pupils' previous knowledge and understanding. There is a strong emphasis upon the skills of investigation and a good balance between discussion and practical work. Due weight is also given to matters of health and safety. Teachers use question and answer sessions skilfully and ensure that pupils of all abilities contribute at appropriate levels. Lessons are well managed and organised to ensure that all pupils play a full part. This helps to generate high levels of concentration and application and those who experienced some problems showed good levels of perseverance. Teachers have high expectations of the pupils and lessons move along at a very good pace. For example, in one lesson in Key Stage 2, before the pupils started their investigation of leaves, the teacher challenged the pupils to record all their ideas about plants in groups with one pupil acting as a scribe. This actively generated a wealth of ideas including knowledge that plants help us to breath by giving off oxygen as part of photosynthesis.
108. The relationships between pupils and teachers and amongst the pupils themselves are very good. Pupils display positive attitudes to their work and want to achieve highly. Their work is well presented and teachers mark pupils' work effectively, supporting them in their achievements and, in the best examples, showing how they might improve their work. Teaching assistants offer good support using questions appropriately to clarify the understanding of lower attaining pupils.

109. The curriculum is based upon national guidance which underpins the progressive development of pupils' skills, knowledge and understanding. A particularly good feature of the school's work is the emphasis placed on the skills of scientific enquiry. There is very good provision for pupils to develop their skills of investigation through data collection, obtaining and presenting their findings and drawing conclusions. Pupils make frequent trips to places of interest. Very good use is made of the school grounds and specific events are planned to develop scientific knowledge and experience. A good example is the Science and Technology Week arranged in June 2001 when pupils from Year 1 to 6 participated in a wide range of science activities. Another example is the Year 3 residential visit to Sayers Croft where they embark on a range of scientific and geographical experiences.
110. There is good provision for pupils to apply their literacy and numeracy skills in this subject. For example, pupils write accounts of what equipment they use in their experiments and the outcomes of their tests. Computer programs are used effectively to support learning in this subject. In Year 5, pupils used a CD-Rom to support and confirm their ideas and learning about the interdependence of animals and plants in the environment.
111. The subject co-ordinator leads the subject very well. The monitoring and evaluation that she has undertaken has been valuable in assessing the effectiveness of teachers' planning for progression and pupils' levels of attainment. There is acknowledgement of the need to develop and enhance the use of information technology in science. Some consideration of mixed grouping for boys and girls for science would generate a different mix of ideas when planning investigations. It is also important to monitor the balance of questions given to boys and girls and high and low attainers during discussions to ensure that all pupils make good progress in this aspect of lessons.

## **ART AND DESIGN**

112. Overall standards are judged upon the scrutiny of pupils' work, discussion with pupils and teachers as well as work observed in lessons. Only two lessons were observed during the inspection, one in Year 2 and the other in Year 3. By the age of seven and eleven standards of attainment are above average. This is an improvement since the last inspection when there was no clear scheme of work and a lack of consistent teaching across the school.
113. In the lesson observed in Year 2, the pupils worked with clay on individual tiles as part of a mural panel representing a section of the school building. They investigated and explored making lines on their clay tiles to represent enlargements of the observational drawings. The pupils handled the clay sensitively and quietly enjoyed the activity of rolling, pounding and kneading the clay to the required shape. When this was achieved, they made lines and patterns in the clay to represent their section of the building. They learned words such as horizontal, diagonal, straight, frame and panel as they developed their basic techniques in using tools and they gained more control of pattern making. At the end of the lesson they placed their tiles in the mural panel to dry. The activity enabled the pupils to use lines and patterns in a more informed way by recreating the patterns seen in their study of the building. They also used basic techniques in three dimensions demonstrating good control. They were enthusiastic about handling the clay and reluctant to end their lesson.
114. In Year 3, the art lesson was combined with a creative writing activity, using the poem *Magic Box* by Kit Wright as a stimulus. Pupils had previously written their poems and the purpose of the art activity was to design and make a Magic Box to hold their decorated poems. The pupils thoughtfully selected and carefully used different media to decorate their Magic Boxes. At the same time they increased their knowledge of contrasting and harmonising colours as they constructed their magic boxes and learned the way to construct a 3D object. They were enthusiastic about the task and worked well in small groups sharing tools and using scissors and crayons. They cut out paper thoughtfully and creatively.
115. The quality of the displays and the wide range of pupils' art around the school building is of a very high standard. It demonstrates the school's policy of ensuring that pupils are introduced to materials and processes and the role of craft and design in the environment by the age of seven. At Key Stage 2, they go on to develop their control of tools and techniques using colour, pattern, texture, line, tone, form and shape with developing confidence. In Year 1 they



completed chalk drawings of sculptures at Wisley Gardens. Year 2 had developed designs and cut outs based around the work of William Morris. Year 3 had been stimulated by Georges Seurat's pointillism style and created their own style of colour spot paintings. Year 4 have produced Japanese style landscapes. The work of Year 5 pupils was developed from Andy Warhol's famous images of soup cans and coke bottle images. Of particular merit were the large charcoal drawings of Henry Moore's sculptures drawn by Year 6. All this work is attractively mounted and indicates that pupils make good progress in their drawing and painting skills as they go through the school.

116. In the two lessons observed the quality of the teaching and learning was good. Teachers provide clear explanations, good demonstrations of techniques and effective support for pupils who find the work difficult. They make effective use of discussion before pupils begin their work. Pupils are enthusiastic about their work and work hard to complete their tasks.
117. The school places considerable emphasis upon art and design as a subject and art makes an important contribution to work in other subjects. The co-ordinator has worked effectively to implement the school policy and provided encouragement and support for teachers in the development of their work. The resources for art and design are good. They are well matched to the needs of the scheme of work. The school policy is based upon national guidance which ensures that the development of skills and progression in the work is secured. This is an improvement since the last inspection. The school has not yet developed the consistent use of sketchbooks as a working tool for observational drawing across the school.

## **DESIGN AND TECHNOLOGY**

118. Pupils' attainment in design and technology is above average throughout the school. This represents considerable improvement in standards since the time of the last inspection, when there was some underachievement in the subject.
119. By the age of seven, pupils have acquired a wide range of skills. For example, they plan, design and make puppets from fabric, learning first to prepare a template for the final design. They practise the associated skills of careful drawing, cutting and sewing, learning how to hold a needle and yarn so that it is quickly threaded and acquiring the precision necessary to sew an eye onto a fabric face. In connection with their work in science, pupils designed and made a shoebox vehicle. Younger pupils explored the texture, patterns and consistency of different foods. Under close supervision, they learn to respect and use sharp cutting tools and record their impressions of the fruit or vegetable they have dissected. These pupils understand the importance of hygiene when they handle food and appreciate the importance of only eating food that is fresh and clean. Some pupils in Year 1 are able to write down simple hygiene rules for others to follow. Pupils of different attainment make good progress at Key Stage 1 because teachers have high expectations for their success and afford them many opportunities to practise some of the fine motor skills necessary for successful work in design and technology.
120. At Key Stage 2, pupils continue to make good progress in the subject. In Year 3, they design and make models of the shadufs they have learned about in their studies of Egyptian history. Similarly, they make reed boats, recording the process and writing evaluations indicating the strengths and weaknesses of their design. In Years 4 and 5, pupils make paper models of insects they have found and they also make musical instruments from card. Those in Year 6 build on previously acquired skills to design hydraulically powered rockets or a buggy driven by electricity. They test their designs before younger pupils and discuss with others improvements in their work. Much of the work in evidence at the inspection, particularly at Key Stage 2, stemmed from work organised in partnership with the Science and Technology Regional Organisation. This was a good initiative which enabled teachers to acquire further knowledge and understanding of the subject and enabled pupils across the school to extend and develop skills in every aspect of the curriculum. Pupils of different attainment make equally good progress in the subject as they move through the school.
121. The teaching is good at Key Stage 1. It is not possible to make an overall judgement on teaching at Key Stage 2 because no lessons were seen but there is sufficient evidence from pupils' work to indicate that teachers' knowledge of the subject is now good and that their confidence in teaching it has improved considerably since the time of the last inspection.

122. Across Key Stage 1, teachers demonstrate that they have high expectations for their pupils, introducing them to relevant practical skills and showing them how to become proficient and safe in the use of tools. Sometimes, teachers help pupils to learn as effectively from their mistakes as from their successes. For example, some pupils in Year 2 were allowed to discover for themselves that they had not allowed room for the insertion of their hand into the glove puppet when they originally designed its template. Teachers monitor pupils' progress well, paying close attention to issues of safety; they are very well supported in this aspect of their work by classroom assistants and parent helpers. Teachers use encouragement and praise judiciously so that pupils do not become discouraged in their efforts and are eager to make progress. This feature of teaching makes a significant contribution to the quality of pupils' learning. Pupils display positive attitudes to learning. They concentrate well for long periods when working individually and discuss or share equipment sensibly when working in small groups.
123. The school covers satisfactorily every aspect of the requirements of the National Curriculum and the subject is taught with sufficient frequency to ensure that pupils build progressively on the knowledge and skills they have previously learnt. The headteacher, who is also curriculum co-ordinator, has a good understanding of the pupils' achievements in the subject and has led the staff to gain the expertise and confidence necessary to teach the curriculum successfully. Resources for the subject are generally good and regularly replenished. The school makes good use of outside agencies to support teaching and to enrich the quality of pupils' learning.

## **GEOGRAPHY**

124. Attainment in geography by pupils aged seven and eleven is broadly average and standards have been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress throughout the school.
125. By the age of seven, pupils have a sound knowledge and understanding of human and physical features. They study a *Where do you live* topic with the objective of knowing their personal address in relation to the school. In Year 2, they make a study of Walton-on-Thames drawing simple maps and using a key to locate a tree, bench, play area. They use a tally system to record the frequency of traffic and make a comparison of the features they like and dislike about Walton-on-Thames. An extension of this work is the comparative study of the Isle of Struay and Walton in terms of the physical and human landscapes. These local studies and comparisons help the pupils to begin to understand and become aware of environmental issues.
126. Before they are eleven, pupils build on their skills, knowledge and understanding. They learn the importance of place and understand how settlements are located and the need for water, routeways and protection. Pupils in Year 3 studied life in Egypt and compared it with living in Walton with specific reference to the weather. The pupils were learning to analyse the similarities and differences in terms of weather, clothes, travel, places of interest, eating and things to do. They were able to read a table about the weather identifying the hottest months of the year in Luxor and when would be the best time to visit. They also thought through why it is easier to pack for a holiday in Egypt rather than in the UK. They used maps and atlases to find Egypt on the world map and the location of Luxor in Egypt. One pupil used a CD-Rom to compare temperatures in different parts of the world. All the pupils used a data sheet to systematically record their comparisons and information.
127. Pupils in Year 5 had made a visit to Poole in Dorset and in the lesson observed they were drawing together the information collected using two well designed environmental profile sheets. Working in small groups they were comparing the different physical features between Poole and Walton and recognising the features that make Poole a tourist centre: Brownsea Island, the nature reserve, the aquarium and the souvenir shops. By the end of the lesson, pupils were able to describe the range of physical and human features of both localities. They were beginning to understand the reasons for the distinctive characters of the two places using geographical terms. Scrutiny of completed work shows some field-work studies on the River Thames. They had learned about the flow of the river, the width and depth and why it varies. They had explored both sides of the river in terms of residential development, its soil and rocks

and looked for evidence of erosion, deposits and human use. One pupil had concluded that it would be an improvement if it were possible to reduce the number of boats on the Thames. This activity provided good opportunities to extend their skills of geographical enquiry.

128. No lessons were observed in Years 1 and 2 so it is not possible to make a judgement on the quality of teaching. In the lessons observed in Years 3, 4 and 5, the quality of the teaching and learning was good. The work is well planned and teachers have a good knowledge and understanding of the subject. They make effective use of questions, answers and discussion. Group work is organised to meet the needs of a wide range of attainment. Pupils are highly motivated and concentrate on their work.
129. In the absence of a subject co-ordinator, the headteacher has taken responsibility for the subject. The school scheme of work is based upon national guidance and all classes have good access to appropriate reference books and maps. There are some good examples of data collection in the subject. The amount of time devoted to the subject is low in Years 1, 2, 5 and 6 so the range and amount of work is limited.
130. There have been good improvements since the last inspection. There is an appropriate scheme of work in place and the quality of resources improved. School trips are used well to enrich the pupils' knowledge and understanding of place, skills of enquiry and environmental change.

## **HISTORY**

131. It was possible to see only one lesson during the inspection so that judgements are based on an analysis of pupils' work, discussion with pupils and talking to teachers about their planning and arrangements for the subject. Attainment is average by the time pupils reach the ages of seven and eleven years. They make satisfactory progress with their chronological understanding and their knowledge of events, people and changes in the past. By the age of seven, they sequence a few events and recognise the distinction between past and present. They are beginning to understand some of the main events in the lives of the people they study. Visits are used effectively to support their learning. For example, pupils in Year 1 visited the Chertsey Museum and wrote about their observations. Pupils in Year 2 have made studies of Samuel Pepys. They have made a time line from their grandparents to themselves, made studies of the development of houses and discussed the differences between life in hospitals in the 1800s compared with today. In their studies of Egypt, pupils in Year 3 learned about pyramids, gods and hieroglyphics in which Egyptian history was recorded.
132. Pupils in Year 5 have made studies and projects about Ancient Greece and established a time line showing when Mycenae was established to the end of the Mycenaean empire. They have traced the history of the Olympics to the present time and made studies of Greek stories and legends, for example, King Midas.
133. In the one lesson observed during the inspection, Year 6 were studying Britain since 1930. In particular they were learning about the need to evacuate children from their homes during the 1939 – 45 World War. They explored the feelings and experiences of the children and their families during the crisis. The teacher successfully used a video to help the pupils understand how the government persuaded people to take part in the evacuation. Pupils learned vocabulary of the time, such as rationing, billeting officer and gas mask. The pupils followed the video with interest and were particularly interested in letters written by some of the evacuees to their parents. Good use was made of a CD-Rom and website to investigate the posters used by the government to encourage families to evacuate their children.
134. No lessons were observed in Years 1 and 2 so it is not possible to make a judgement on the quality of the teaching and learning. In the Year 6 lesson, the planning was good. The teacher had a good understanding of the subject and managed the pupils well. Pupils were taught to look for information from different sources and how to use the resources and artefacts provided. Good use was made of homework to reinforce what had been learned during the lesson.

135. The use of information technology in history is developing with pupils using CD Roms and the Internet to carry out research. There is a need to expand the opportunities for more pupils to gain regular practice. The subject also provides good opportunities for pupils to use their literacy skills.
136. The subject policy is based upon national guidance. The school development plan acknowledges the priority to raise attainment in history and also to improve the level of resources to support the work in the subject. In the absence of a subject leader, the headteacher is acting as co-ordinator but plans are well developed to appoint a co-ordinator for both history and geography. There is a need to review the amount of time allocated to the subject particularly in Year 1 and 2. Overall, the planning of work observed and the standards are good but the coverage is limited. Good use is made of visits to support the curriculum, for example, the visit to Chertsey Museum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Pupils' attainment in information and computer technology is broadly average by the ages of seven and eleven. There has been an improvement in standards since the last inspection, when some underachievement in the subject was noted and there was limited use of computers to support learning in other areas of the curriculum. On this occasion, inspectors found that the computers in classrooms are used well across the school to enrich learning in other subjects and that pupils make sound progress in their acquisition of skills. However, because pupils currently have access to only one machine in each classroom, they do not have the opportunity to practise with sufficient frequency the skills they need to make better progress.
138. By the end of Key Stage 1, pupils are well aware that information can be presented in a variety of forms and that computers may use words, pictures and sounds to convey that information. They compare the information contained on CD-ROMs with that available in information books. They become familiar with the basic functions of a keyboard; they can punctuate sentences accurately and use the shift lock to produce a title in upper-case letters. Some successfully use the word-processing facility to describe how to create a simple circuit. Many begin to use computer terms meaningfully, such as 'icon', 'click on' and 'fact file'.
139. As they move through Key Stage 2, pupils progressively acquire more advanced skills and apply these in an increasing range of circumstances. For example, pupils in Year 3 make simple graphs comparing statistics about parents' occupations while those in Year 6 collect and represent data about their class in a variety of graphical forms. Older pupils edit their work, inserting an additional column or row into a spreadsheet or using the mouse to alter data in an active cell. They know how to save and retrieve work rationally and many know the difference between 'file' and 'folder'. They use the tabulator key effectively to display columns of information. Across Key Stage 2, pupils gain experience of inputting instructions to control events, such as the sequence of traffic signals. There is satisfactory progression in the learning of this skill as older pupils develop more complex variables to the basic sequence of events.
140. While classes across the school make optimum use of the facilities at their disposal, pupils do not have sufficiently frequent opportunities to exercise the knowledge or practise the skills they have learnt in class lessons because only one computer is available in each room. This means that skills taught or explanations offered by teachers may be forgotten by the time that pupils take their turn at the computer. The school is well aware of this shortcoming and has already purchased sufficient computers to set up a suite which will offer more frequent opportunities for practice. Pupils with special educational needs progress at the same rate as other pupils; they are well supported by classroom assistants. Across the school, pupils display a real interest in the subject during class lessons, concentrating well on the teachers' explanations and responding promptly to questioning which probes their understanding. The good working atmosphere created in most lessons makes a very positive contribution to the quality of pupils' learning.
141. Although one very good lesson was seen at Key Stage 1, the quality of teaching in the subject is satisfactory overall at both key stages. In contrast to the time of the last inspection, teachers now display at least adequate knowledge of the subject and have worked hard to improve their

expertise. Class lessons are characterised by clear explanations and questioning that allows pupils to show what they know and understand. In the very good lesson, for example, pupils were challenged to speak confidently and at length about the advantages of using a computer. When pupils are working alone or in pairs at the computer, teachers monitor their work well, often encouraging them to share their efforts with others in plenary sessions. Teachers choose programs imaginatively to support their work in other subjects. For example, CD-ROMs are often used at Key Stage 1 as a source of factual information, while Logo programs support work in mathematics on direction and distance at Key Stage 2. The work generally matches well pupils' level of attainment; some of the work set at Key Stage 2 properly takes account of the fact that some pupils are new to the school at this key stage and that not all have therefore acquired similar skills and understanding. The lack of facilities for pupils to practise the skills they have been taught, adversely influences the quality of teaching and learning but with the arrival of more computers the school is now well placed to raise standards in the subject further.

142. The breadth and balance of the curriculum is satisfactory. All aspects of the subject are taught but pupils could make more rapid progress in each with better facilities. The co-ordinator has a good understanding of the subject and of the demands it makes on teachers; a wise decision was taken to delay the introduction of newly-arrived equipment in order that staff might be better prepared in its use. There is sufficient software to meet the school's current needs. Staff choose programs judiciously to broaden the range of skills pupils need to learn and to enrich their knowledge and understanding in other areas of the curriculum. A strong feature of the subject is that teachers support each other well in their own learning and the close sharing of information between them ensures that each is aware of the curriculum offered in other classes.

## **MUSIC**

143. Attainment in music is above average for both seven and eleven year olds. Younger pupils listen carefully and are skilled in performance, particularly their own compositions. In the class assembly taken by Year 2, pupils had added words to a song and composed music using tuned and untuned percussion. They used their own form of notation in order to perform it accurately. The choice of instruments showed imagination and a good understanding of the sounds they make. Eleven year olds enjoy composing and show a good understanding of musical conventions and language. They also understand how to improve their work because teachers encourage them to evaluate their performances. Singing is tuneful, expressive and pupils sustain two parts well. Many pupils study instruments and their performance is well above average. Some teachers take advantage of these skills and pupils are appropriately invited to bring their instruments into school to be used as part of the lesson.
144. Pupils enjoy music. In assemblies, all pupils sang with great enjoyment and they listened attentively to the performance of the Year 2 class. They handle instruments carefully, even the youngest. Year 6 pupils spoke of how they need to behave when composing in groups; they showed a good understanding of the need to appreciate other people's points of view. Their behaviour and attitudes to learning are very good as teachers have high expectations of their pupils.
145. The teaching of music of six to seven year olds is very good. It was not possible to observe teaching of older pupils as the teaching took place when the inspection had finished. Discussion with pupils and analysis of planning indicates that teaching is at least satisfactory and in some elements, such as skills of evaluation, the teaching is good.
146. The teachers of younger pupils have very high expectations of the work of their pupils and the lessons are often challenging. Pupils respond well to this and produce work of high quality. A Year 1 class was asked to use instruments to enhance the singing of a song. They were offered a choice and they thoughtfully selected ones they thought would best fit parts of the song. The teacher questioned them closely as to their reasons and most pupils were able to say why they had selected the instrument. The teacher used on-going evaluation to encourage pupils to improve their work and asked them to evaluate it. At the end, the performance was recorded to the pupils' great delight, with the purpose of developing their skills of evaluation. In this lesson, pupils were treated as musicians which led to high attainment. The teachers

encourage pupils to use a musical vocabulary which enables them to be precise when discussing their work. Eleven year old pupils used musical terms in their discussion which indicates that this element is also taught to older pupils.

147. In the last inspection, there was no subject guidance to support teachers who had little confidence in teaching the subject. This has now been developed. The co-ordinator offers very good leadership and is available to advise and support those for whom music is not easy to teach. There has been good improvement since the last inspection.

## **PHYSICAL EDUCATION**

148. It was not possible to make an overall judgement on standards in physical education as a whole at Key Stage 1 because swimming was the only activity inspected. In this area, standards are above average. At Key Stage 2, attainment across the curriculum for physical education is average and is similar to that found at the time of the last inspection.
149. Pupils between the ages of five and seven make good progress in learning to swim because they are offered a carefully structured programme which enables them to move forward steadily from gaining confidence in the water to stroke-making. Teachers build at a measured pace on previous learning, sensitively encouraging those who are more hesitant in the water and using praise judiciously. By the age of seven, higher attaining pupils can cross the pool using the crawl kick and arm movement, although most cannot yet co-ordinate these correctly. Most lower attaining pupils have gained sufficient confidence to practise separately arm and leg movements and to put their heads briefly under water. All pupils make appropriate progress because they are well supported by parents and staff and because they are carefully grouped according to their attainment.
150. By the age of eleven, pupils have made satisfactory progress in the acquisition of skills necessary for a range of games and athletic activities. Many pupils of ten or eleven display the expected level of skill in throwing and catching. Most can strike a ball using a conventional rounders bat, although only a few pupils have the skills of understanding about pace and direction to hit it more effectively. Most pupils can field a ball adequately if it is coming towards them and a few move early to intercept it, having anticipated the ball's flight and direction. Eleven year olds practise throwing, generally developing a good trajectory and understanding the need to inject pace in the throw with a short run-up but their efforts are sometimes compromised by adopting the wrong stance at the moment of delivery. Pupils practise orienteering skills and many can read a simple map accurately to solve clues as they move round a course.
151. No judgement can be made on the quality of teaching of physical education overall at Key Stage 1. However, in those swimming lessons seen, teaching was very good because lessons were planned very well and pupils were sensitively but enthusiastically encouraged to attempt new skills. The teacher displayed good knowledge of the subject, so that the tasks set were well matched to the general level of ability of each small group. Those reluctant to participate were well supported by both parent helpers and staff. Appropriate attention was paid to issues of safety. At Key Stage 2, teaching is satisfactory overall but some good teaching was also seen. The difference between good and satisfactory teaching lies in the degree to which particular skills are explained and demonstrated to pupils. For example, in one good lesson, clear explanations were offered of particular strategies to improve throwing technique when practice was in progress. Lessons generally are well planned and generally afford pupils a sufficient balance of teaching and practice. Teachers generally control pupils well in the ample space the school has available for outdoor activities. Pupils co-operate well with each other in games and sports, working sensibly in pairs or small groups when required to do so.
152. The curriculum is broad and balanced. Although a limited range of activities was observed during the inspection, discussion with pupils and an examination of teachers' planning indicate that the full curriculum is offered to each year group. As co-ordinator, the headteacher has a good overview of the curriculum and is well aware of its strengths and of areas for its further development. The school's policy for physical education emphasises appropriately the teaching of skills in the subject. Resources for gymnastics are satisfactory and there is good provision of equipment for games. Pupils are able to take advantage of a range of extra-

curricular activities to enrich their experience in games and sports and there is good provision for pupils of seven and eleven to practise outdoor activities.