

# INSPECTION REPORT

## **THE GRANGE COMMUNITY INFANT SCHOOL**

Addlestone

LEA area: Surrey

Unique reference number: 125037

Acting Headteacher: Mrs J Bisacre

Reporting inspector: Mrs J Catlin  
21685

Dates of inspection: 7 - 9 May 2002

Inspection number: 243325

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	The Avenue New Haw Addlestone Surrey
Postcode:	KT15 3RL
Telephone number:	01932 346113
Fax number:	01932 342133
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Peberdy
Date of previous inspection:	12 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Foundation stage	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13807	Christine Haggerty	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
23319	Vincent Leary	Team inspector	<p>Design and technology</p> <p>Music</p>	
10367	Norma Myers	Team inspector	<p>English as an additional language</p> <p>Special educational needs</p> <p>English</p> <p>Geography</p> <p>History</p>	
19935	Graham Rowlands	Team inspector	<p>Equal opportunities</p> <p>Physical education</p> <p>Religious education</p> <p>Science</p>	<p>How good are the curricular and other opportunities that offered to pupils?</p>

12367	Anthony Green	Team inspector	Art and design Information and communication technology Mathematics	
-------	---------------	----------------	---	--

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The Grange Infant School has 229 pupils on roll and is about the same size as other schools of this type. The majority of pupils are from a white UK background. Most children enter the reception classes with attainment in line with that expected for their age. However, there is a significant minority with below average attainment. The percentage of pupils entitled to free school meals is less than four per cent; this is below average nationally. The school has significant evidence to suggest that many parents do not claim their entitlement to free school meals. Four pupils speak English as an additional language but are not at an early stage of language acquisition. This is about average compared to most schools. The percentage of pupils identified as having special educational needs, 17 per cent, is about average nationally. However, in the current Year 2, 28 per cent of pupils are identified with special educational needs. Less than one per cent of pupils have a statement of special educational need; this figure is below the national average. The school's main aim is to offer each child the opportunity to grow in mind, body and spirit in a happy, secure environment where the needs of the child are paramount.

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

This is a good school. The management and leadership of the school are good and pupils' attitudes to learning, their behaviour and personal development are very good. Pupils enjoy excellent relationships both with one another and with adults. Standards of attainment are improving across the school and pupils make at least good and often very good progress during their time in the school. The quality of teaching overall is good with some excellent features. There is a shared commitment and a capacity to succeed by all who work in the school. Value for money is good.

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

- The very good teaching in the reception classes enables children to learn very effectively and achieve very well.
- Pupils achieve well in reading, writing and mathematics.
- The provision for pupils with special educational needs is very good.
- Very good assessment and tracking of pupils' progress take place throughout the school.
- The very good attitudes, behaviour and personal development are a result of the very good provision for children's social and moral development.
- Pupils enjoy excellent relationships both with one another and with adults.
- There is very good care and support for all children, which provides a very secure learning environment.
- The very good partnership with parents is due to the school's friendly and welcoming atmosphere.

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

- The quality of teaching in a minority of Key Stage 1 classes.
- The effectiveness of subject co-ordinators in monitoring and evaluating the quality of learning in some subjects.
- The consistent use of information and communication technology in all classes.

*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 May 1997. It has made good progress since that time and the weaknesses identified at that time have been effectively resolved. There have been notable improvements in the quality of teaching, which have contributed to the improved standards and the effective way in which pupils of all abilities are challenged in their learning. Standards in art and design and design and technology have improved and now match those expected for pupils of this age. This is as a result of training for teachers and new schemes of work for both subjects. The school has effectively ensured equality of provision across year groups by reducing the mismatch between lesson planning and teaching. Consequently, all pupils in the same year group receive similar curriculum experiences. The academic performance of pupils has been raised through teachers having higher expectations of what pupils are able

to learn, understand and do. The implementation of the literacy and numeracy strategies has assisted the school in achieving the improved standards alongside the implementation of individual targets for pupils in reading, writing and mathematics. Teachers regularly undertake scrutiny of pupils' work to ensure that they are all making as much progress as possible.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	C	B	B
Writing	B	C	B	B
Mathematics	B	C	A	A

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

The above table shows that standards in reading and writing were above the national average at the end of Key Stage 1 in 2001. In mathematics, standards were well above the national average. When compared with similar schools, standards in all three areas of learning are comparable. When the school's results in earlier years are taken into account they show consistent improvement. The school is successful in achieving its aim of meeting the needs of all pupils including those with special educational needs and from different backgrounds. As a result, all pupils achieve well and make good progress during their time in the school. Attainment in reading, for the current cohort of Year 2 pupils is above average and in writing and mathematics it is average. The reason for the differences in attainment between 2001 and 2002 is that the school has identified that, in the current Year 2 cohort, there are significantly higher numbers of pupils on the special educational needs register who require support at the higher levels. Standards in religious education match those expected of the locally agreed syllabus. Standards in science, art and design, design and technology, information and communication technology, geography, history, music and physical education are in line with those expected for pupils of this age. Standards for pupils currently in the school are high enough. Realistic targets set in English and mathematics for 2001 are appropriately challenging and the school is likely to achieve them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, enthusiasm for school and involvement and interest in the activities are very good.
Behaviour, in and out of classrooms	Pupils are polite and well-mannered. Their behaviour in school and on the playground is very good.
Personal development and relationships	Relationships between the staff and amongst the pupils are excellent. Pupils' personal development is also very good. Mid-day supervisors play an active role in the pastoral care offered to all pupils. This has a positive impact on pupils' personal development, welfare and behaviour.
Attendance	Attendance is good and above the national average. Unauthorised absence is above the national average and is due to a minority of parents who do not provide adequate reasons for their child's absence. Levels of



	punctuality are good.
--	-----------------------

The school successfully achieves its aim for pupils' personal and social development. Pupils form very constructive relationships both with each other and adults, which creates a very effective learning environment. A very caring, family feeling comes across strongly.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Satisfactory

*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.*

Across the school, the quality of teaching is good with many very good and some excellent features. Teaching is at its best in the reception classes and Year 1. All teachers have a generally secure knowledge and understanding of the National Curriculum, which enables pupils to make at least satisfactory, and often good, progress in acquiring skills and knowledge in different areas of the curriculum. The teaching of literacy, including phonics, is good and numeracy skills are taught well. Work is well matched to pupils' prior attainment. All teachers manage their classes well and have excellent relationships with the pupils. Standards of discipline are very good with pupils taking responsibility for their own behaviour. These factors enable lesson time to be used well and help pupils concentrate on their work. Teaching meets the needs of all pupils including those with special educational needs and those with English as an additional language.

Particular strengths in learning are the pupils' positive attitudes in lessons, their ability to pursue tasks set and the good levels of independence they show. These positive features enable them to achieve well throughout their time in school. The good opportunities provided by all teachers for pupils with special educational needs and those with English as an additional language also enable these pupils to achieve well and make good progress. An area for further development is to ensure that these strengths in teaching and learning are evident in all classes. Further refinements in the assessment systems for children in the reception classes would enable teachers to assess and record more accurately children's progress against smaller steps in their learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good for all age groups in the school. There is a suitable range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The co-ordinator manages the provision for these pupils very well and has successfully implemented the revised Code of Practice.
Provision for pupils with English as an additional language	Good. Provision fully meets pupils' needs. Effective specialist teaching supports pupils. Good liaison with class teachers supports a structured language programme.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for moral and social development is also very good and it is good for their cultural development. Spiritual development is satisfactory.
How well the school cares for its pupils	Pupils are very well cared for and there is very good provision made for their general welfare.

The school provides a very safe environment. The school has very good links with its parents and they provide good support for the school. They receive good information about school events and the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The school has made considerable progress since the previous inspection and there is a very positive and caring ethos, which is reflected in all its work.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory responsibilities and has a sound understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school's progress is evaluated thoroughly against its development plan and there is detailed analysis of pupils' performance in national tests.
The strategic use of resources	Good use is made of the school's financial resources and grants are used effectively for their intended purposes.

Levels of staffing are good. Some subject managers have yet to fulfil effectively the roles delegated to them. The school runs smoothly on a day-to-day basis due to the very good administration in the school office. The school's accommodation is good and there is a wide range of learning resources. They are particularly good for literacy, numeracy, the Foundation Stage and special educational needs. The school applies the principles of best value to good effect. There are detailed plans for the spending of the above average carry forward from last year's budget. These cover the provision of a shaded area for the playground, the purchase of laptop computers, further expenditure on the development of information and communication technology and the maintenance of the school's computers.

## 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 are making good progress.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• They are comfortable about approaching the school.</li> <li>• Their child is expected to work hard and achieve their best.</li> <li>• The school is well managed.</li> <li>• Their child is becoming mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the parents' very positive views of the school. A few parents do not have a positive view about the range of activities provided outside lessons. However, inspection evidence shows that there is a satisfactory range of activities for a school of this size and age range of children. The inspection does not support parents concerns in this area.

## **PART B: COMMENTARY**

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

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

1. Overall attainment, on entry to the reception classes is in line with that expected for children of this age although some children are below this. The majority of these children, by the time they enter Year 1, meet what are known as the Early Learning Goals in many areas of their learning. While many children make good progress during their time in reception they are not in these classes long enough to attain standards above those normally expected.
2. At the end of Key Stage 1, the average National Curriculum points scores for 2001 show that in comparison with all schools nationally, the school's performance in reading and writing is above average and in mathematics it is well above the national average. There are variations in test results from year to year but the overall trend shows considerable improvement since the last inspection in 1997, in all three areas. There is no significant difference between the performance of girls and boys in any of the three tests. There is also no significant difference between the performance of pupils belonging to different ethnic groups. Attainment in science, based on teacher assessment, is average at the expected Level 2 but well above average at the higher Level 3.
3. The proportion of pupils claiming entitlement to free school meals is not an accurate reflection of the socio-economic background of pupils at the school. While only a small proportion of parents claim their entitlement to free school meals, which is the data used to make comparisons with similar schools, the school has significant evidence to suggest that many parents do not claim this entitlement. Also, the Year 2 intake that this grading refers to entered the school with attainment below that expected for reception age children as did the current Year 2 cohort. Grades for similar schools have therefore been adjusted to show comparisons with schools in a similar context. Results show that compared with these schools, reading and writing are above average and mathematics is well above average.
4. For pupils currently in Year 2, evidence during the inspection shows that standards in reading are above those found nationally and in writing and mathematics they are average. In science, standards have been maintained since the last inspection and match the average for pupils at age seven. These standards, with the exception of reading, are not as high as last year's test results. This is because there is a much larger proportion, 28 per cent, of pupils with special educational needs in the current group of Year 2 pupils. For this group of pupils standards are high enough when compared with their below average attainment on entry to Year 1.
5. By the end of Year 2, standards in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education are in line with those expected for pupils of this age.
6. There are no significant differences in achievement by pupils with English as an additional language and they have made good progress during their time in the school.
7. In all classes, progress and achievement for all groups of pupils, regardless of gender or ethnicity, is at least satisfactory and often good, both in the lessons observed and as seen in previously recorded work. This is due to the overall good quality teaching, which these pupils receive, and the good procedures to assess and track their progress throughout the school. Standards overall are high enough for all groups of pupils in the school. Challenging, but realistic, targets have been set for these pupils to attain in their national tests and these will be achieved.
8. Pupils with special educational needs attain standards in line with their abilities. Their progress is very good in English and good in all other subjects. This is because the level of support provided for these pupils is very good. Teachers, teaching assistants, parents and volunteer helpers create a positive climate for learning, well supported by regular input from a wide range of outside

agencies. Pupils who are learning English as an additional language are well supported within the school and receive good specialist teaching.

9. Most pupils' average standards of literacy are sufficient to support learning in subjects across the curriculum. Across the school, writing is often used well to support development in other subjects, for example, in geography and history. Standards of numeracy are satisfactory and are used effectively in subjects such as science and design and technology.

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

10. Pupils' attitudes, behaviour and personal development are very good, and their relationships with each other and all adults in the school are excellent. This is an improvement since the last inspection. In the last year there was 1 lunchtime exclusion for a period of 5 days.
11. Pupils have very good attitudes to learning. Pupils of different ages and abilities respect and relate well to each other and support one another well. When pupils enter the playground in the morning, they begin to play together harmoniously and anticipate their lessons with pleasure. Well over 90 per cent of parents who completed the questionnaires and those who attended meeting for parents stated that their children enjoy school. Most pupils are confident to talk with adults about the work they are doing, for example, when they were partitioning and adding two digit-numbers during a mathematics lesson. Pupils concentrate very well in their lessons and stay on task. They are very keen to learn.
12. Behaviour is very good. In the playground, assemblies and the dining hall, pupils behave very well and respond well to the teaching and support staff. In lessons, most pupils behave well. They listen attentively to teachers, take instructions compliantly and do as they are asked. However, on occasions a very small number of pupils with challenging behaviour affect the learning of other pupils in the class.
13. The relationships between pupils and adults in the school are excellent, and are a significant strength of the school. A great deal of respect and tolerance towards one another is displayed in lessons as pupils take turns to speak, responding positively to each other's suggestions and ideas, and showing an interest in one another's achievements. Pupils of all cultures mix well in the playground and pupils clearly respect and value the feelings and beliefs of others. During lessons they listen to each other's views without interrupting or making fun if someone gives an incorrect answer. This has a very positive effect on the life of the school.
14. The personal development of pupils is very good and they are fully involved in the life of the school. They negotiate the class rules at the beginning of the academic year and take turns to be class monitors. The school council take their duties very seriously and they are extremely proud of their role as class representatives. Pupils use a suggestion box and circle time to discuss ideas, which are then taken forward to the next council meeting. The school council was responsible for the introduction of the Buddy Bench at play times, and this is very popular with the pupils. Pupils have an awareness of the outside world through supporting national and international charities.
15. The attendance of pupils is good and is above the national average. This has a positive effect on the progress and attainment of those children who attend school regularly. The unauthorised absence figure is above the national average. The school reports that the unauthorised absence figure is due to a very small number of parents who do not provide notes giving a reason for their child's absence from school. There is a small amount of minor lateness, which the school is beginning to address. Lessons generally begin on time.

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

16. The quality of teaching is good overall. It meets the needs of all pupils, ensures equality of opportunity and has improved since the previous inspection. There was no unsatisfactory teaching. The quality of teaching in literacy and numeracy across the school, is satisfactory overall, although

within this, some teaching was very good. In science, the quality of teaching is good and in all other subjects it was satisfactory with some good and very good features.

17. The quality of teaching in the reception classes is very good. This has a positive impact on the children's attainment and enables them to make the good, and often very good progress, already stated. Teachers are secure in their knowledge and understanding of the children's needs and they know their children very well. The planning of work is thorough and effective. The learning intentions of the activities are clearly expressed in the planning and are shared with the children; all tasks are purposeful and well organised. There are very high expectations, routines are well established and the management of children is very good. Adults listen with interest to what they have to say, and through skilful questioning, develop their knowledge and understanding. There is very effective use of well-trained adults to provide very good support to both teachers and children. They are involved in the planning for, and teaching of some, activities alongside the teachers. The quality of day-to-day assessment is very good, involves all staff and informs the next stage of learning.
  
18. In Years 1 and 2, the quality of teaching is satisfactory overall but there was some very good and good teaching seen, particularly in Year 1. Teachers have a good command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Virtually all lessons incorporate appropriately high expectations and challenge for pupils with different levels of attainment. In a minority of English lessons, insufficient challenge was offered to higher attaining pupils. There are effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are excellent and pupils are expected to have high standards of behaviour. This was a particular feature at the time of the last inspection. The use of praise is effective in encouraging pupils to try their hardest and was a particular feature in a Year 1 dance lesson. Consequently, pupils made good progress in using their imagination to apply the dance skills learned during the lesson. This is an improvement since the last inspection when it was considered that praise was used indiscriminately and therefore pupils were not encouraged to understand that some of their learning needed improvement. Also, because of the excellent relationships pupils have with their teachers they are confident in saying when they do not understand and teachers are equally confident in acknowledging this and offering to reinforce areas which some pupils find difficult. A good example of this was seen in a Year 1 mathematics lesson. Detailed lesson plans are drawn up and agreed by teachers in each year group. Overall, these are interpreted well and, as a result, pupils are offered the same learning experiences within parallel classes. This is an improvement since the last inspection. However, where there are weaknesses in teaching there are still some concerns within this area - for example, the guided reading session at the beginning of the day.
  
19. Pupils demonstrate very good attitudes to their work and most are keen to complete work in line with teachers' expectations within set time limits. A significant strength of the good, and very good, teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. This was particularly and consistently effective in a Year 1 class. Not all teachers shared these on a regular basis with their class at the beginning of each lesson and consequently, pupils were not helped to understand what they had learned and what they needed to know next. Most lessons have a brisk pace, and resources, grouping of pupils and adult assistance are all well managed and are used to promote the learning of specific knowledge or skills and to keep pupils on task. Most teachers know their pupils very well and their lesson planning also identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and progress. There is often good use made of appropriate subject-related vocabulary - for example in a Year 2 design and technology lesson where the teacher introduced the words 'axle', 'dowel', 'rigid' and 'flexible' - and this makes a good contribution to pupils' developing literacy skills. As a result of pupils being introduced to appropriate vocabulary, pupils in a Year 1 mathematics lesson identified correctly different shapes from the teacher's description. Teachers are very good at providing both teaching assistants and parent helpers with copies of planned activities and sharing their expectations with them; for example, in a Year 1 design and technology lesson on making fairground carousels. This ensures consistency within group work and enables parents to have an effective role in supporting the education offered to their children. This was also apparent in a Year 2 science lesson, where the parent helper gave good encouragement to pupils when they reported back to the class on their tasks. Appropriate homework, particularly reading, is set and caters for pupils of differing abilities.





20. Weaknesses in otherwise satisfactory teaching are linked to ensuring sufficient pace to lessons to ensure all pupils remain on task. In a minority of classes, there are also weaknesses in following agreed school procedures in the use of the fifteen-minute slot before assembly for group reading activities. While question and answer sessions at the beginning and end of lessons are usually used well by teachers to assess pupils' learning, where teaching is less effective this does not happen and leads to sessions of the teacher imparting knowledge rather than eliciting it from pupils. Consequently, it is ineffective in identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted as a result. A further weakness in one class was the lack of skills by the teacher in managing pupils with challenging behaviour. This had a negative effect on the progress made by other pupils in the class. When marking pupils' work, teachers assess the work constructively and their comments are sometimes sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. However, this is not consistent across the school.
21. The quality of teaching for pupils with special educational needs is good. In English it is very good. This is because teachers are fully involved in writing well-constructed individual education plans and brief teaching assistants and voluntary helpers very well each day. The specialist teacher and well-trained teaching assistants provide invaluable support with small groups withdrawn for additional literacy support. A well-planned programme of work helps pupils catch up with reading strategies that they have not previously understood.
22. Pupils with English as an additional language receive weekly support from a visiting teacher. The quality of her teaching is very good. She liaises closely with class teachers and teaching assistants and provides planning and resourcing expertise. As a result, pupils make very good progress in learning English.
23. Across the school, there are good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning, and ensure progression across and through year groups. The majority of teaching meets the learning needs of pupils with different ability levels and is at its best for lower attaining pupils. On occasions, although teachers' lesson planning highlights the needs of higher attaining pupils, activities offered for extension work are not always challenging enough. Across the school, there is good development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are often well taught and teachers question pupils carefully to check their understanding of the work covered. The use of teaching assistants to support pupils in their learning is good in the majority of classes.
24. Teachers' use of information and communication technology to support other subjects is variable. Overall, opportunities to develop this area are not effectively included in teachers' lesson planning although satisfactory use is made of this resource in English, mathematics, art and geography. The school is aware of this and the co-ordinator for the subject has highlighted the need to improve this in her action plan.

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

25. The school provides for its pupils a broad, balanced and relevant curriculum, meeting statutory requirements to teach all National Curriculum subjects and religious education. At the time of the last inspection, the curriculum was judged to be reasonably broad and balanced, but there were weaknesses due to inconsistency in approach across the classes. The school, through good whole-school planning and schemes of work, has addressed this issue, which offers better guidance for the coverage of subjects. The school prides itself in being totally inclusive in offering all pupils full access to the curriculum, including those with special educational needs and English as an additional language.
26. The curriculum for children in the reception class is appropriately based on the Early Learning Goals and provides a well-balanced programme, which gives children very good experience in all areas of learning. This has resulted in children making good progress from an average starting

point.

27. The curriculum for pupils in Years 1 and 2 includes all subjects of the national curriculum. Teachers base their planning on national and local authority guidance. Planning is based on a two-year rolling programme for subjects other than mathematics and English, to ensure full coverage of the National Curriculum. However, there are shortcomings in the provision for information and communication technology for pupils to apply skills learned across curriculum subjects. Each subject has a long-term plan that ensures the knowledge is acquired progressively as pupils move through the school. Teachers plan well together, to ensure that pupils from each year group have equality of access.
28. A strong emphasis is placed on literacy and numeracy and the impact of the strategies in these subjects has been positive. The school this year has set pupils by ability for literacy and numeracy and this has benefited all groups. Pupils use their skills from their lessons in mathematics in a range of subject areas, including science, design and technology, geography and, to a lesser extent, information and communication technology. They also use their writing skills across the curriculum, but opportunities for extended writing in other subjects are more limited. The school uses opportunities to enrich the curriculum very well. Good use is made of visits and links with the community. All pupils make regular school visits outside the school, to support their learning about aspects of reading, history, geography and design and technology, such as the Science Museum, Brooklands Motor Museum, Bockett's Farm and an environmental centre. Opportunities for pupils to visit places of worship across the Christian and other faiths are not developed. Pupils are also given opportunity to work with specialists in curriculum subjects, including a planned science week, visiting theatre groups, musicians, the police and fire services. The provision for extra-curricular activities is satisfactory overall, bearing in mind the age of the pupils. The school offers its pupils opportunities to take part in football. The Rainbow and Brownies clubs are held at the school, and are well supported by pupils.
29. The school makes good provision for the personal, social and health education of the pupils. Policies on sex education and drugs awareness have been produced. The science curriculum greatly assists pupils' personal development, especially in their knowledge and understanding of a healthy lifestyle. Parents are well informed about these arrangements. The school is developing a comprehensive personal, social and health education policy and a citizenship policy. The first stage is already implemented in the school and this is making a positive contribution to pupils' knowledge and understanding of the world in which they live.
30. The school is committed to equal opportunities and works hard to meet the needs of all pupils. The provision for pupils with special educational needs is very good. The school has successfully implemented the revised Code of Practice for these pupils. The extra support given to them ensures that they have full access to the curriculum. Pupils are provided with extra support in small groups both when withdrawn from class and within lessons. When withdrawn, they work intensively on specific programmes designed to help them catch up with work they have not previously understood, for example additional literacy support programmes. They are supervised well by teaching assistants who have been given specific training in these aspects. Planning ensures that pupils do not miss the same lesson each week. Targets set are realistic and achievable and updated as necessary.
31. The school is fully inclusive and effective procedures support all pupils, including those learning English as an additional language. The provision for the small number of pupils with English as an additional language is also very good. They receive extra, specific guidance from an outside specialist and very competent support staff.
32. The school has good links with other schools within the area and to the junior school to which their pupils transfer. There are regular curriculum training sessions for staff that provide opportunities to discuss common issues on moderation standards in subjects in the curriculum, and the sharing of good practice.
33. The provision for pupils' spiritual, moral, social and cultural education is good overall, with very good

strengths in provision for pupils' moral and social development. Provision for pupils' cultural development is good. The school incorporates many of these elements in its day-to-day practices and the strengths identified in the last inspection have been maintained.

34. Pupils' spiritual development is fostered through a variety of experiences. In discussion with pupils, they talk about the wonders of the world around them. This is further developed by the school's planning opportunities for pupils to reflect on themselves and the needs of others. Circle time has been a success, as pupils are encouraged to share their thoughts, concerns and feelings, and, as a result, treat each other with respect. Assemblies are an important part of the day for pupils and they come into assembly with undisguised enthusiasm. There are opportunities for pupils to reflect but opportunities to create a more spiritual atmosphere are missed. Achievement is celebrated regularly with acknowledgement for positive attitudes, academic progress and personal success. Provision for pupils' spiritual development is satisfactory overall, and is an area that the school is looking to develop.
35. Provision for moral and social development is very good. Pupils realise and understand the difference between right and wrong. They are involved in regular discussions about the rules both within their class and the school. Adults in the school are good role models. The school council provides pupils with the opportunity to play a significant role in the school community and enables them to make real decisions that affect the life of the school. Pupils' work is valued and attractively displayed in classrooms and around the school. The school supports charities and appeals, such as the Red Cross. Pupils' social development is built on the attention paid by the school to strong, positive relationships between pupils and staff. Pupils are given responsibility within the school, such as delivering registers, preparing for assemblies and, in lessons, opportunities to work independently or in collaborative groups. They are encouraged to share their ideas and equipment with each other. Special assemblies allow all pupils to appreciate the quality of other pupils' efforts and celebrate good work.
36. The provision for the pupils' cultural development is good. Pupils are given many opportunities to recognise and value important events linked to their own culture through the celebration of Christian festivals. The wider curriculum contributes well to pupils' cultural development; for example, in history where pupils learn about British culture and music, which contributes positively to pupils' cultural development, particularly in singing, where they learn a wide range of songs. They are also offered insight into, and experience of, other cultures through involvement in religious festivals such as Divali, Hanukkah and Eid. Pupils also learn about these faiths in religious education lessons and in assemblies, which build on pupils' opportunities to understand other European cultures when pupils from these countries, for example, Czech Republic, attend the school. The provision for pupils' multi-cultural development is satisfactory with visitors talking to pupils about different ways of life in order to prepare them for living in a multi-cultural community.

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

37. The school makes very good provision for the welfare of its pupils on a day-to-day basis. All the staff are very caring and are committed to the well being of the pupils in the school. They make good use of outside agencies such as the Family Centre, educational psychologist, occupational therapist and the speech and language therapist for advice and support when there are concerns about a pupil.
38. There are very good procedures in place for Child Protection; the school follows the local authority guidelines, which are available to staff, and the new named person is about to undertake training to include the new categories of neglected children and looked-after children. The acting headteacher attends all case conferences and inset has been provided for all staff on the awareness of Child Protection issues. The school is in the process of complying with new regulations regarding police checks.
39. Procedures for pupils' health and safety are very good. Two governors and the site manager carry out termly risk assessment of the building and legal requirements are met in relation to electrical testing and fire regulations. The school has a very good crisis management policy.
40. The procedures for first-aid are very good. There are sufficient first-aid boxes that contain the necessary equipment. Sixteen members of staff hold a first-aid qualification and two classroom

assistants are also qualified nurses. All staff have received training of the use of an epi-pen and there are photographs of pupils with serious medical conditions in the classroom, the office and the staff-room.

41. The procedures for monitoring and promoting attendance are good. The school does not make contact with parents on the first day when they do not know why a pupil isn't at school. Reasons for absence are not always followed up rigorously enough to enable them to reduce the unauthorised absence figure. The educational welfare officer visits the school termly and is currently working with the school to address the issue of punctuality. Pupils are logged going on and off site during the school day.
42. The procedures for monitoring and promoting good behaviour and eliminating poor behaviour are very good. Pupils are praised regularly for good effort and achievement. This encourages their interest, independence and motivation. Good behaviour and good work are celebrated at assembly and the pupils respond well to this. Pupils know and understand the class rules and they regard them as fair. The behaviour policy is good and includes anti-bullying procedures. Staff deal with any misbehaviour on a daily basis and the headteacher keeps a central record of any serious incidents. Parents are informed of good behaviour as well as poor behaviour. There are individual behaviour plans with well thought-out and achievable targets for pupils with challenging behaviour. Parents and pupils report that behaviour is good and bullying is not an issue.
43. Procedures for monitoring and supporting pupils' personal development are very good. Pupils' records contain a wide range of academic and social information, which the staff uses to monitor pupils' personal development. Class teachers regularly monitor pupils' personal development through the use of rewards and sanctions and through discussions with parents when appropriate. The recognition of pupils' achievements in assembly and the classroom is very effective in raising pupils' self-esteem and self-confidence. The award of the much prized kindness cup to one pupil each week and the work of the school council contribute very positively to the personal development of pupils. Teachers and teaching assistants meet regularly to share information, which enables them to provide a very high level of support for pupils' personal development.
44. The procedures for assessing pupils' attainment and progress and the use of assessment information to guide curriculum planning are very good. Pupils' understanding at the end of a topic or theme in English, mathematics and science are assessed well and this contributes to their good achievement in these subjects. In all other subjects the procedures are good overall, although not always consistently applied. In English and mathematics good use is made by teachers of daily assessment, against the specific learning objectives of a lesson, to inform their planning and to match work to the different ability groups within a class. This also informs this year's use and organisation of Year 2 ability sets in literacy and numeracy. Assessment is also used very well to set specific individual targets for pupils, which are regularly monitored and reassessed and used to predict pupils' attainment in the national standardised assessment tests at the end of Year 2. The targets are shared with parents at the termly parent-teacher consultation meetings but are not generally recorded on the annual reports to parents. In all other subjects, teachers assess pupils' understanding at the end of a theme or topic. However, recording is inconsistent. In the best practice, teachers record pupils' understanding against the objectives for the lesson or topic, whereas some teachers only record coverage in a subject, or make general comments about the attitudes and enjoyment of the pupils. New assessment procedures, against the lesson objectives, are presently being trialled in information and communication technology, in order to find the one that is most suitable for whole school use.
45. The use of data provided by the local education authority to analyse national, local and school results in English and mathematics is very good. The headteacher and the assessment co-ordinator analyse well the results of pupils by gender, age and background using school and local education authority data. Very good use is made of the information to identify any pupils or groups of pupils who are not making the expected progress. Good support is then provided - for example, through additional support in class, set groupings or individual programmes of work. Good use is also made of the information to identify areas of strengths and relative weaknesses in the subjects. This leads to an effective adjustment being made to the curriculum in order to raise standards.



46. There are very effective moderation procedures in English and mathematics to ensure consistent understanding of standards. Subject co-ordinators attend meetings with co-ordinators from other schools in the area, in order to develop and trial portfolios of moderated work in a number of subjects to ensure consistency within the school and across the authority.
47. Assessment procedures for pupils identified as having special educational needs are very good. They are very detailed and are updated at least termly by the co-ordinator, the SEN support teacher and class teachers, who work closely together. Specific targets for individuals are well-linked to National Curriculum programmes of study. Detailed records are kept for all pupils. All requirements of the statement of special educational needs are fully met. Individual education plans have clear and rigorous objectives, identify strategies for attaining these objectives and exit criteria for final reviews.

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

48. Parents have very positive views of the school. Most parents at the parents' meeting and in the questionnaires indicated that they regard The Grange Infant School as a very good school with good standards. Parents are very happy with what the school provides and achieves. Some parents would like more extra-curricular activities for their children. The school is addressing this issue and all staff will be attending training on lunchtime games to increase the number of lunchtime activities.
49. The school's partnership with parents and the wider community is good and they are encouraged to involve themselves in the life and work of the school. A positive new initiative undertaken by the school is the sending of questionnaires to parents in order to encourage them to give their views of the school and to highlight any areas for development. The school responds quickly to areas highlighted as a result of these questionnaires through their regular newsletters; for example, the problems caused by large puddles in the areas where parents wait to collect their children at the end of the school day. Larger issues - for example, any suggestions or concerns connected with the curriculum - are incorporated into the school's development plan. One hundred percent of new parents returned the questionnaires with very positive responses about the schools induction procedures for new pupils. A mathematics road show has been booked for parents in response to the schools questionnaire in June. All parents have signed the home school agreement.
50. The quality of information provided for parents, particularly about pupils' progress, is satisfactory. There are regular newsletters, which keep parents up to date with all the forthcoming events in the school. Parents are invited to curricular events such as the science week, which are very well attended. There is some information provided to parents about the topics which their children in Year 1 and 2 will be studying. The school is currently reviewing the format of this information, to provide more detail for parents. The annual written reports on pupils' progress are being reviewed to include National Curriculum levels so that parents will know how well their child is doing in relation to other children nationally. The prospectus is well written and very helpful to parents providing information about the school routines. The governors' annual report to parents is being reviewed to ensure that it provides all the required information. There are termly parent-teacher consultation meetings where parents can discuss their children's progress.
51. The impact of parents' involvement on the work of the school is very good. Parents are very supportive of the school's policies and events. The hardworking parents' association raises a substantial amount of money each year through a number of fund-raising and social events. The money raised is used to enhance the environment and academic provision. For example, the association has paid for visiting theatre groups and voluntary readers and they are currently contributing a sum of money to the shading project in the playground. They also have their own Internet website.
52. The contribution of parents to children's learning at home and at school is very good. Over 30 parents help in the school on a regular basis each week. Class teachers discuss the activities with parents, which are to take place and how they are to report back on pupils' achievements. This

ensures a very good level of support for pupils and is much appreciated by the school. Parents help their children with homework and with reading each day. Scrutiny of a selection of home-school records showed that parents consistently hear their children read at home on a daily basis. Parents respond well to the school when there are concerns about a child's behaviour or attendance. However, a minority of parents do not respond as well to the issue of punctuality. Parents are very supportive financially of all the fund-raising events.

53. Parents with children who have special educational needs are fully involved in their individual education plans and are welcomed at reviews. The school is well advanced in implementing the revised Code of Practice and pupils themselves are fully involved in agreeing and setting their new targets.

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

54. The leadership and management of the school are good. All key members of staff are effective in their leadership and management roles and make a positive contribution to the good management of the school. The acting headteacher provides very clear educational direction to the school and shares the responsibility of improving standards with the staff and governors. As a result, there is a shared commitment and capacity to succeed by all who work in the school. She has also established very good relationships in the local community and the school. As a result, there is a high level of commitment from parents, many of whom help in the school. The procedures for determining priorities of the school have been improved to ensure that raising standards is the basis of improvement. The school has established a very good assessment system to support staff in both tracking pupils' progress and revising school targets to ensure pupils are challenged to improve on their previous best.
55. The system for monitoring and evaluating teaching has been effective in the past in raising the quality of learning in all classes. However, since the absence through illness of the headteacher and the large amount of work under-taken by the senior teacher, who currently fulfils the role of acting headteacher, this has not been as effective. Although long-serving staff have been effective in monitoring their own subjects, there has, this year, been a lack of oversight about the quality of teaching in a few classes. As a result, weaknesses in teaching, due to inexperience or failure to follow agreed school procedures, have not been addressed effectively. Some subject co-ordinators, either due to inexperience or not having held the post long enough, are not yet fulfilling their role in monitoring and evaluating standards in their subjects.
56. The co-ordinator for special educational needs provides very good leadership. She has fully implemented the revised Code of Practice. Although it is too soon for the Code to be fully operational, the school is in a very good position to meet requirements fully by the target date of September 2002. The co-ordinator has implemented good assessment procedures that enable the school to monitor pupils' progress closely and teachers to set realistic, achievable and yet challenging targets. Teaching assistants are very well managed, well informed and trained. The co-ordinator makes very good use of all additional support procedures available from outside agencies.
57. The school improvement plan reviews effectively the aims of the school and sets out the long-term strategic view of staff and governors, as well as short and medium-term priorities. The plan is presented in a clear format with initiatives aimed at improving standards. Currently, in its present format the plan lacks further detail on suitable time-scales for each priority, detailed financial implications and how initiatives are to be evaluated against agreed success criteria. All staff, parents and governors have the opportunity to make an input to school development planning and policy development. Financial management is good and is effectively supported by the school's high quality administrative staff. There is a surplus balance in the school's budget. There are detailed plans, shared with the local education authority, for the spending of this sum on a shaded area for the playground, the purchase of laptop computers, further expenditure on the development of information and communication technology and the maintenance of the school's computers. Information and communication technology is used effectively to support financial planning and the



school monitors regular budget statements. The school makes appropriate efforts to seek best value when purchasing goods and services and all specific grants are used appropriately for their intended purpose.

58. The governing body is effective in carrying out its statutory duties. It is clear about its role to ensure that the pupils in the school receive a good education and that the school continues to strive to raise standards. It is well organised in that appropriate committees have been set up to carry out its statutory duties. It has a rolling programme of reviewing subjects and governors receive reports from the headteacher and subject managers. Governors are becoming involved in the monitoring of performance management and have fulfilled their statutory duty in terms of performance review of the substantive headteacher. The acting headteacher encourages governors to take an active role in the management of the school and the governors now have an improved, long-term strategic view of the school. She also ensures that they are well informed through formal reports at governors' meetings where they are able to raise questions; they make regular visits to ensure the school's activities are monitored effectively.
59. The school is generously staffed for the numbers on roll with well-qualified and committed teachers, ably assisted by the many well-trained teaching assistants. Due to the illness of the headteacher, the acting headteacher's class is taken by two supply teachers, both well known to the school. The newly qualified teacher and the teacher new to the school are both very pleased with their mentoring support. Both express delight with their welcome on arrival and the support received from all staff. Performance management is well-organised and professional interviews viewed as a valuable experience by teaching staff. The school's accommodation is used well. The site manager and friendly administration staff make a positive contribution to the smooth running of the school. The school's aims of improving standards and providing a caring community are reflected effectively in the work of the school and, as a result, the school provides good value for money.
60. The school has good resources to support teaching in literacy and numeracy. They are also good for reception children, design and technology, geography, history and physical education. Resources for science, art and design, information and communication technology, music and religious education are satisfactory. A key feature of this good provision lies in the generous financial support given by parents. Materials to assist those teaching children with special educational needs are also good. The library is well stocked, well organised and is accessible to all pupils. Dual language text books and books on the traditions and cultures of other religions and countries are regularly supplied by a specialist visiting teacher.

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

61. In order to build on the existing standards in the school, the governors, headteacher and staff should
- (1) Raise the quality of teaching in a minority of classes to ensure that this matches the best seen during inspection by
    - monitoring teaching and offering further support where necessary
    - ensuring that all teachers have sufficient understanding of the National Curriculum
    - ensuring that all teachers follow the school's agreed procedures so they correctly identify pupils' levels of attainment and monitor their progress
    - ensuring that all pupils are aware of their individual targets and what they need to do to achieve them
    - ensure that the marking of pupils' work is consistent
    - ensuring that there is appropriate pace and challenge in all lessons.

*(paragraph numbers 20, 55, 76 and 84)*
  - (2) Ensure that all subject co-ordinators are effective in monitoring and evaluating standards in their subjects by sharing the good practice shown, for example, by the literacy and numeracy co-ordinators *(paragraph numbers 55, 89, 94, 103, 107, 112, 117 and 127)*
  - (3) Ensure the consistent use of information and communication technology in all classes. *(paragraph numbers 24, 111 and 112)*

In addition to the key issues above, the following minor areas for development should be considered for inclusion in the action plan.

- (1) Ensure that the revision of the school's assessment policy, as highlighted in the school's development plan, is effectively linked, in the Foundation Stage, to smaller steps in children's learning. *(paragraph number 64)*
- (2) Consistently share the lessons' learning objectives with pupils so that they have a clear understanding of what they are to learn. *(paragraph numbers 20 and 76)*
- (3) Review the school's systems for ensuring that all pupils arrive punctually at the beginning of the school day. *(paragraph numbers 15)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	13	19	0	0	0
Percentage	4	28	28	40	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	229
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.8

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

### **Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	33	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	38	42
	Girls	32	31	32
	Total	71	69	74
Percentage of pupils at NC level 2 or above	School	95 (90)	92 (88)	99 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	40	40
	Girls	31	29	29
	Total	69	69	69
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (87)	92 (91)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	1
White	156
Any other minority ethnic group	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	19.9
Average class size	25

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

Total number of education support staff	10
Total aggregate hours worked per week	136

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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	1	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.*

### **Financial information**

Financial year	2000-01
	£
Total income	451,798
Total expenditure	440,956
Expenditure per pupil	2,042
Balance brought forward from previous year	34,104
Balance carried forward to next year	44,946

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	100

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	1
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	52	46	0	0	2
My child gets the right amount of work to do at home.	45	46	7	0	2
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	50	47	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	0	2
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	44	48	4	1	3
The school is well led and managed.	60	36	1	0	3
The school is helping my child become mature and responsible.	59	38	1	0	2
The school provides an interesting range of activities outside lessons.	15	33	20	8	24



## **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**

62. Provision by the school for all children in the Foundation Stage is very good and is a significant strength of the school. This is a notable improvement since the last inspection. Children are admitted to the reception classes full-time in the term in which they are five years old. Prior to this, some children have up to two-terms of part-time attendance. A very effective programme of meetings prior to starting school ensures they have a confident and happy start to their school life. At the time of the inspection, there was a total of 66 children in the three reception classes. The school provides them with a very secure and caring environment, with daily routines firmly established. The programme of activities is very well planned on the basis of the recommended areas of learning for this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the literacy and numeracy strategies, is phased in as the children attend full-time. The curriculum is very well cross-referenced to the early levels of the National Curriculum and, as a result, enables teachers to extend the learning experiences of more able children.
63. The quality of teaching in the reception classes is very good. This has a positive impact on the children's attainment and enables them to make the good, and often very good progress, already stated. Teachers are secure in their knowledge and understanding of the children's needs and they know their children very well. The planning of work is thorough and effective. The learning intentions of the activities are clearly expressed in the planning and are shared with the children; all tasks are purposeful and well organised. There are very high expectations, routines are well established and the management of children is very good. Adults listen with interest to what they have to say, and through skilful questioning, develop their knowledge and understanding. There is very effective use of well-trained adults to provide very good support to both teachers and children. They are involved in the planning for, and teaching of, some activities alongside the teachers. The quality of day-to-day assessment is very good, involves all staff and informs the next stage of learning.
64. Children are regularly assessed in the recommended areas of learning and detailed records are kept. Teachers complete some tests on entry to the class, namely in language and number, and children are re-tested before the end of this first year. Baseline assessment is completed during the first few weeks of entry into the reception classes. These tests are used very effectively to identify individual needs. Attainment on entry to the reception classes for this year's group of reception age children is as expected for this age. However, for the current Year 2 cohort, attainment on entry was below that expected with a minority well below. From this starting point, the majority of children, including those with special educational needs, make at least good, and often very good, progress. However, a few children, by the time they enter Year 1, do not meet what are known as the Early Learning Goals in some areas of their learning. This is because some children are not in the reception classes long enough to benefit from the very good teaching offered. Therefore, some enter Key Stage 1 with attainment below that expected for children of this age. At the time of the last inspection the teaching and learning were judged to be satisfactory. Since then, the progress of these children has improved considerably and they achieve well. Currently, the school does not assess children against the smaller steps in their learning, which are linked to the Early Learning Goals. It has plans to do so in the near future when it revises the current assessment policy. Attainment on entry to the reception classes remains similar to that reported then.
65. There are very good procedures for involving parents in the life of the school through visits before their children begin. The accommodation is bright and attractive and the space is used very well. Learning resources for both indoor and outdoor activities are good and are also used well.

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

66. The children are provided with a wide range of activities, which support the development of language and literacy. From the start of their school life they begin to develop their personal and social skills alongside those for speaking and listening. Staff offer frequent opportunities for children to talk with an adult. For example, through participating in well-planned role-play situations, such as acting out the part of a patient in the Health Centre, staff encourage and extend the children's use of language to enable them to talk about their 'babies' and themselves at the clinic. Children learn to listen attentively, follow instructions carefully and develop a growing vocabulary, enabling them to speak with increasing confidence in a variety of situations. Teachers work effectively within the structure of the literacy hour and numeracy strategy. Many children soon develop an understanding that words and pictures carry meaning. They know how books are organised and, with support, read some familiar words in simple texts. Good use is made of the literacy strategy to introduce children to phonics, for example, identifying the various letter sounds. The development of early reading skills is very good with many children using different strategies to recognise key words such as, 'cat', 'rat' and 'fat'. Many know the names of initial letters and use early reading skills such as predicting what the next word is likely to be or getting clues from pictures. A few higher attaining children can recognise letter sounds at the beginning, middle or end of simple words. Most children are aware of the purpose of writing and can write their names. Their early skills in writing are celebrated very well and they can talk about what they have written. Children are introduced to an early cursive-style of writing from an early age. This is effective and some children, with support, quickly develop this style and attempt to write in short sentences using prompt cards for unknown words. Higher attaining pupils can write sentences beginning with familiar phrases, such as, 'I want ...' and 'I like to ...'. They also use these early skills to record the names of patients requiring an appointment at the clinic and write get well cards. The children make good progress overall and by the time they enter Year 1, most are likely to attain the expected standards in reading and writing. Their skills in speaking and listening are markedly improved and are also at the expected standard for children of this age. Children achieve well in this area of their learning.

### **Mathematical development**

67. Most children make good progress in their mathematical development and their attainment when they enter Year 1 is in line with that expected for children of this age. They are provided with a good range of practical activities for the development of their mathematical skills and there is good quality direct teaching of mathematics. They gain a good foundation for future mathematics work through play in the clinic, for example, giving 'patients' numbered cards for their appointment at the clinic and with activities involving pattern making. They recognise and can count their teacher's ten beats on a drum, order the numbers to ten confidently and some can count beyond this. Most can count the correct number of chocolate biscuits on a plate and know how to record this. Higher attaining children show an appropriate understanding of addition and subtraction when solving problems involving ten objects. Most develop an understanding of what is meant by 'one more' and 'one less'. Most are confident in recognising and naming simple shapes, such as, square, triangle and circle. There is good use of collecting data about hair and eye colour to produce pictograms and block graphs. There are very good interactive displays of mathematical apparatus to encourage children in their mathematical understanding.

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

68. Children's personal and social development is given a high priority, to very good effect. Children are happy and content to be in school. They play well together, share resources and take turns. Children work happily on their own and alongside others, as well as in groups. They are interested and responsive, taking part in all the activities provided for them with enjoyment. In whole-class sessions, most children listen with considerable interest and respond positively. Many are able to work with concentration and persevere in their learning. Very good use is made of class discussions to develop the children's awareness of their own feelings and to acknowledge the strengths of others. Free play is planned very effectively and gives children very good opportunities to select and pursue an activity of their own choice. All staff act as very good role models for the children, helping them to form positive relationships and to care about others. Most children show independence in dressing and personal hygiene. Progress is good in this area of learning, children

achieve well and most will attain the Early Learning Goal.

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

69. The children's knowledge and understanding of the world are developed very well through relevant topics such as themselves. Their progress is good overall and attainment, by the time they enter Year 1, will be as expected in most elements of their learning. In the scientific area of learning, they use their knowledge of growth and change to understand how they change as they get older. There was a very good lesson, with all three reception classes, to reinforce this when a pregnant mother, a mother with a three-month old baby, a toddler, a teenager, a mother who works part-time and a grandparent were invited into the school. This enabled children to see the time-line of growth over a long period of time. This activity also made a very good contribution to children's personal, social and emotional development. They understand where they fit along this time-line and use the vocabulary associated with it. They know the routine for the day and understand there are different times for daily events, such as assembly and lunchtime. They all enjoy making models using construction apparatus and recycled materials and construct them using a range of joining techniques. Early skills in evaluating their work are well developed, for example, following their design and making of dough people the children could then say what they needed to change to improve their model. All use the computer confidently to practise new skills, for example, using a paint program to draw a picture of a mother and baby and collecting information on the best drink for a hot day and recording the results.

### **Physical development**

70. The children's physical development is in line with that expected for children of this age, they make good progress and will achieve the Early Learning Goal by the time they enter Year 1. Manual dexterity is well developed, for example, their skill in cutting and sticking when making their models. This activity linked very well to their early mathematical knowledge of shape. Through their play with tabletop games and jigsaws, using modelling materials, pencils and brushes, they show a growing ability to manage small items. Physical education is timetabled and planning shows a good range of gymnastic, dance and games activities that promote the larger-scale movements of the children. Provision for frequent physical play is very good because there is excellent open access to their own designated play area with its wide variety of wheeled toys and climbing apparatus.

### **Creative development**

71. Progress is good in all the creative areas of learning and attainment is average by the time these children enter Year 1. They are working well towards the designated Early Learning Goal for this area and are achieving well. They respond enthusiastically in a variety of ways to what they see, hear, smell, touch and feel. Children experiment with colour to produce paintings of themselves as kings and queens. They fill the space on paper effectively and there is bold use of colour. They have the opportunity to express their own ideas and enjoy using paint to produce lighter or darker hues of the same colour. As a result, they produce good quality pictures. There are very good, planned opportunities offered for role-play and children spontaneously develop their own situations. This makes a good contribution to their speaking and listening skills. Most children enjoy singing, recognise familiar songs and number rhymes and sing with enthusiasm. They recognise and some can name a variety of percussion instruments.

## **ENGLISH**

72. Standards in English are average for seven-year-olds. This is in line with findings of the last inspection but below results achieved in 2001 national tests. However, the school has meticulous tracking and assessment systems and is well aware of the high proportion of pupils, 28 per cent, with special educational needs in Year 2. Provision to meet their needs is very good. As a result, pupils who enter school with below average English skills now attain average levels in speaking and listening, reading and writing. Targets set for this year reflect knowledge gained from good

assessment systems. Provision to meet the needs of more able pupils requires improvement. Boys and girls do equally well in all aspects of the subject.

73. Baseline assessment, together with comprehensive tracking and assessment systems, clearly show that current pupils in Year 2 entered the school with below average skills in speaking and listening. They do well to attain average standards now. Pupils in Year 1 entered with average skills, which is the normal pattern for this school. Pupils learn to use and understand an ever-increasing range of vocabulary because teachers use an interesting and well-planned range of strategies to develop speaking and listening skills. For example, a teacher slowly tells a story with grammatical errors and hands shoot up immediately to correct these. In history, pupils discuss road transport through the years and are asked to explain why 'ferry' is not included in the list. Pupils become skilled at keeping to the subject when answering questions, describing objects or putting their point of view in class discussions. Pupils for whom English is an additional language receive good specialist teaching which encourages them to speak and pay attention to detail when listening. Pupils with special educational needs benefit from very good individual support, well focused on developing speaking and listening skills.
74. Pupils attain above average standards in reading. Given the limitations of their skills on entry, this represents very good achievement. Teachers, teaching assistants, parents and a wide range of voluntary helpers all work as an effective team to develop pupils' reading skills. By the age of seven most pupils have a sound grasp of phonic strategies when attempting unfamiliar words. They are confident when retelling stories in sequence and when tackling unfamiliar texts. Higher attaining pupils read widely and talk with interest about the range of books available in the school and the library. Some lower attaining pupils make insufficient use of contextual clues when tackling new words. Reading records are well kept by school and parents. However, information in records about what pupils should be working on to improve reading skills is limited. Well-constructed support programmes are in place for pupils with special educational needs and also for pupils whose reading skills are assessed as just below average.
75. Standards in writing are average for seven-year-olds. This represents good progress since their entry to school. Standards seen in Year 1 are above average. Pupils write for a wide range of reasons in all areas of the curriculum. They enjoy creating lively tongue-twisters during the literacy hour, for example 'Cameron cat clutching his claws'. They write evaluations of design technology products using correct vocabulary. In history, pupils think about the Fire of London and write imaginatively about toys they would rescue. Cross-curricular links make an important contribution to achievement in writing. Work in books shows clear improvement in handwriting, spelling and punctuation skills. Pupils have a very confident approach to writing. They are well supported by the lively and interesting range of displays, which include many good examples of their own written work. Writing has been a recent area of focus throughout the school, with targets set for all pupils. This has been very successful and the school is now working hard to maintain these improved standards.
76. The quality of teaching is sound overall. Seven lessons were seen, of which two were very good. There was no unsatisfactory teaching. The majority of teachers plan effectively, manage their pupils well and have a good understanding of the way to teach basic skills. Teachers use good assessment systems effectively to plan a programme of work well matched to the needs of pupils, especially pupils with special educational needs. Planning to meet the needs of higher attaining pupils requires some improvement. In very good lessons teachers tell pupils what they are to learn, how long they have to complete work and at the end of the lesson reinforce learning through a well-constructed plenary session. Tasks are varied and well matched to the ability of pupils. For example, in a very good Year 1 lesson, lower attaining pupils worked with the teacher in recognising question words, average pupils constructed three word questions using colour-coded cards and higher attaining pupils created complicated questions using challenging stimulus material. Extension work is made clear at the start of the session. In lessons that are sound rather than good, too many whole class tasks are given. As a result, higher attaining pupils who finish quickly mark time on undemanding work. Marking is completed conscientiously but does not always tell pupils what they should be doing next to improve.

77. Pupils' response and learning in lessons closely mirror the quality of teaching. The majority of pupils behave well. Where pupils are provided with work at the right level of challenge, where the lesson moves along at a brisk pace and pupils understand what they have to learn their response is very good indeed.
78. Pupils with special educational needs have very well constructed individual educational plans. These are well known to all adults involved in teaching these children. Teachers and teaching assistants work very closely to provide the best possible support for learning. The effective specialist teacher and a range of dedicated and well-qualified volunteers are fully involved. Provision to support learning in English is very good. As a result pupils with special educational needs achieve well.
79. The subject is well managed by a competent and knowledgeable co-ordinator. As a result of detailed analysis of all school statistics, she is able to focus on identified areas of need. For example, she successfully planned and managed the recent whole school focus on writing standards. As a result standards have improved. The school has plans in hand to improve provision for higher attaining pupils. The need to improve systems for regular in class monitoring to ensure provision is in line with planning is also recognised by the co-ordinator. Resources are good and have a positive impact on reading standards. The library is well resourced, well organised and used well. Information and communication technology resources are available but are insufficiently used. The quality and support given to the pupils by well-qualified and dedicated teaching assistants has been crucial to improving standards throughout the school.

## **MATHEMATICS**

80. Inspection evidence shows that by the end of Year 2 pupils are attaining standards that are in line with expectations. The very good tracking of pupils' attainment and progress since they entered school shows clearly that they achieve well and make good progress. Pupils with special educational needs and English as an additional language make good progress and achieve well in relation to their prior attainment. No evidence was observed of any differences in the performance of boys and girls.
81. As found in the previous inspection, there is no difference in standards between the different areas of the mathematics curriculum. By the age of seven, standards in numeracy are satisfactory. The majority of pupils add and subtract two- and three-digit numbers including money, weight and measure, see patterns in number, continue a sequence to 100, recall their two, three, four, five and ten times tables and identify halves and quarters. In their work on shape, space and measurement, pupils tell the time on a twelve-hour clock using the hour, half-hour and quarter-hour. They describe the properties of two-dimensional and simple three-dimensional shapes and measure with increased accuracy up to 30 centimetres. For example, Year 2 pupils were observed accurately measuring lines up to 30 centimetres in length and then measuring and drawing a line of similar length, or one that was double the length, half the length or five centimetres shorter. The pupils did so with accuracy. In their work on data handling, pupils construct simple bar graphs from given information, to show the sales of pizzas or produce a computer generated graph of a traffic survey and a litter survey. They interpret their results satisfactorily.
82. Mathematics and numeracy are used satisfactorily across the curriculum. For example, in science, pupils use tables and charts to plot the similarities and differences between humans and seals and between conductors and insulators. In geography, they plot routes and directions, follow compass points on a map and use two figure co-ordinates. In history they use time-lines and dates and in physical education they follow directions and turns.
83. The overall quality of teaching is satisfactory and has been maintained since the previous inspection. No lessons observed were unsatisfactory and in a third of lessons observed, all in Year 1, teaching was very good. Teachers' subject knowledge is generally sound and the majority apply the elements of national numeracy strategy well. There is good commitment to raising standards that pupils achieve. Pupils' learning is satisfactory overall, although in the very good lessons

learning was equally very good. Pupils enjoy the subject and behave well. In the very good lessons, pupils are taught at a very good pace and with a good level of challenge. Teachers use activities that motivate and interest the pupils, which results in pupils enjoying mathematics lessons and feeling challenged. For example, in a very good Year 1 lesson about place value of numbers to one hundred, the teacher used a variety of activities, including imaginary number lines, counting sticks and number cards to develop pupils' understanding of two-digit numbers. She continually challenged the pupils with her questions and asked them to reinforce their understanding by explaining to the class and to herself each new concept learnt. Teachers use questioning well to assess understanding but do not always use pupils' errors and misconceptions as further teaching points or ask pupils to explain and share their personal mental strategies. In a minority of lessons, teachers display and refer to the objectives of the lesson, so that the pupils know what they are learning but this is not consistently applied in all classes. Teachers do not always discuss the lesson objectives with the pupils, recap them at the end of the lesson, or ask pupils to self-evaluate whether they have understood the objectives. In a Year 1 lesson, the teacher reinforced the objectives by writing them on the board at the start of the lesson and asking pupils to explain their understanding. At the end of the lesson she asked, "Who now understands what we wanted to learn?" Those pupils still unsure were confident enough to admit their insecurity and the teacher responded with "Don't worry, we'll go through it again tomorrow." Lessons are well-planned and work is matched to the needs of all pupils. However, although the key mathematical vocabulary is often planned for, the key words are not always reinforced or displayed during the lesson. Good use is made of assessment of pupils against the lesson objectives, which then informs future planning. However, daily marking is inconsistently applied and pupils are not set personal targets, which identify their strengths and areas to develop. Assessment opportunities are used well in Year 2 to set pupils by ability in order to ensure higher attaining pupils are moved on and the lower attaining pupils can consolidate their learning before moving on to the next stage.

84. Lessons are generally well-organised and start with a whole class, mental warm-up session, in which teachers try to involve everyone. However, in some classes the introduction to the main activity is often too long. For example, in a Year 2 class, pupils sat on the carpet for half-an-hour whilst the group activities were introduced. The whole class then came back together to share what they had learnt. However, because of the inappropriate use of time in the main part of the lesson, the final recap and review session was too short to be of value. This is similar to a judgement on organisation to be found in the previous inspection report. Management of pupils in lessons is good and creates a good atmosphere for learning. Pupils with special educational needs and English as an additional language are given very good support by well-briefed teaching assistants and make good progress.
85. Although new to role, the co-ordinator manages the subject well. She has a clear understanding of the strengths of the subject and areas to develop, which are identified in the subject's annual development plan. She has worked closely with the local mathematics' advisor to monitor teaching and learning, in order to raise standards. She has a clear understanding of the strengths and areas for development in the subject. The subject is well resourced. Satisfactory use is made of information and communication technology, although this needs to be developed further. Very good use is made of national, local and school data to track pupils' attainment and progress and to set them targets. However, individual targets are not shared with pupils in order for them to know their own strengths and areas to develop. The co-ordinator has identified a need to update parents about the teaching of the numeracy strategy and the use of mathematics in school. An evening has been organised for June 2002 for parents to learn more about the numeracy strategy. Although number squares are displayed in each classroom, not all teachers clearly display number lines for pupils to refer to. Where they are on display, they are sometimes too small or inconveniently placed for pupils to see and use.

## **SCIENCE**

86. Standards in science are average overall. However, there are good features and standards have steadily improved since the last inspection. Pupils are particularly strong in their knowledge and understanding of living things. They know the main external parts of the human body and the

physical features of living things and recognise and classify them. In addition, pupils have a good understanding of what makes a healthy lifestyle though a good diet and exercise and the harmful effects of alcohol and drugs. Since the last inspection, the school has worked hard to emphasise the importance of scientific investigations. Pupils now have many opportunities to discuss their predictions and give their reasons for their actions. Pupils are confident to test, observe and share their findings with the group and class. They know about the magnetic effect on a wide range of objects and they connect an electrical circuit in series and some pupils incorporate a switch. They recount their findings, using tables and labelled diagrams well. Pupils show a good understanding of forces and can explain clearly - for example, when working on experiments with toy cars.

87. By the age of seven, standards are average. This represents good progress given their starting point, and this includes pupils with special educational needs and those with English as an additional language. The majority of higher attaining pupils make appropriate progress, but more could be expected from them in their class work and this is in line with the findings of the previous report.
88. The quality of teaching is good overall; it ranges from good to satisfactory. Where the teaching is good, teachers have good subject knowledge and confidence to help pupils set up investigative work. In the most successful lessons, the work planned is sufficiently demanding for all pupils and helps them share their experience through discussion. Questioning is skilfully used to draw out information and instructions are clear. In these lessons, pupils are interested and highly motivated. Pupils' work is marked up to date. Some of the comments do not clearly guide the pupil on how to rectify mistakes. In lessons that are less successful, although still satisfactory, some pupils are not clear on what is expected from them. Higher attaining pupils in one class, who finished quickly, found the extension activities did not challenge them and they lost concentration.
89. The science co-ordinator offers good leadership and management. There is a well-planned scheme of work, which gives good guidance to non-specialist teachers. The school has good systems of assessment, which are used to guide planning. The school has begun to track pupils' progress in science and to share targets for improvement with the pupils, and this is enabling the pupils to have a clearer understanding of their own progress. The co-ordinator has not yet had the opportunity to monitor her colleagues' teaching through direct observation of their lessons.
90. Resources for science are adequate and are well used. The use of computers is limited and pupils have insufficient opportunities for applying their information and communication technology skills to science. Good use is made of all teaching support in science, with all ability groups; this has helped a consistent approach to practical activities in science for pupils with special educational needs. The school grounds are used as a teaching resource, to enhance pupils' learning.

## **ART AND DESIGN**

91. By the age of seven, standards are in line with expectations. The quality of teaching and learning is satisfactory. This represents good improvement since the previous inspection report, which judged standards to be below national expectations, the quality of teaching to range from satisfactory to unsatisfactory and the progress of pupils to be uneven.
92. By the age of seven, standards are in line with expectations. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress and achievement is satisfactory. Pupils are developing sound observational skills and are learning to use an increasing range of techniques. They use pencils, chalk, crayons, materials and other media to produce pictures and designs. For example, as part of their work in history, pupils use paints in a bold way to make reasonable attempts to depict facial features in portraits of themselves as a king or queen. In a link to science, pupils use pencil to draw different types and arrangements of material and represent light, shade and texture. The majority of pupils show precision in the detail of their pictures. In design and technology, colourful paint and pencil sketches are made of designs, which are used to decorate a clay tile. In music, pupils use bold and fine brush strokes to paint lines and symbols to represent musical notation and in a topic on the seasons, materials are used to produce a spring collage. Pupils are learning to evaluate their

own work and that of others. They discuss the style and technique of artists and suggest what is in the picture, where it might be situated, how colour has been used to create a mood and what else could be contained within the whole picture. For example, in Year 1 and Year 2, pupils compared Vincent Van Gogh's painting 'Café Terrace' and Paul Ricketts' painting 'Purify the Night'. They talked about the similarities and differences in the artists' style, subject matter and use of colour to represent a street café scene of the 19<sup>th</sup> Century and an industrial scene of the 20<sup>th</sup> Century.

93. The quality of teaching and learning is satisfactory overall. Teachers' subject knowledge is generally satisfactory and is well supported by the art co-ordinator, who has good subject knowledge and has provided teachers with a number of resource packs to support teaching. In the good lesson observed, the teacher used questions and pupils' answers well in order to guide their understanding and appreciation of the work of Van Gogh and Paul Ricketts. She stressed the key vocabulary, for example 'tone', 'shade', and 'reflection' and used questions that made pupils think about the techniques used by the artist, for example, "How can you tell it's a reflection?". In all the lessons observed, good use was made of teaching assistants and parent helpers to support pupils, especially those who have special educational needs.
94. The co-ordinator is enthusiastic and knowledgeable and has identified the strengths of the subject and areas for development. However, she has not yet had time to monitor teaching or to work alongside colleagues, though this is planned for. Satisfactory use is made of information and communication technology to support the subject. For example, pupils use a computer program to draw self-portraits as an introduction to a science topic on 'Ourselves'. Although they do not use formal sketchbooks, good use is made of termly pencil sketches, which are added to individual pupils' files, to assess their progress and attainment. The school is made bright and cheerful by the good displays of art and other work. Resources are satisfactory. The subject now meets statutory requirements.

## **DESIGN AND TECHNOLOGY**

95. Since the last inspection, standards at the end of Year 2 have improved and attainment now matches the levels expected nationally.
96. By the end of Year 2, pupils of all levels of attainment make satisfactory progress including those with special educational needs and those with English as an additional language. They have developed skills in a range of joining and assembling techniques. They competently make things out of different materials including card and fabric, demonstrating developing skills in shaping materials and putting parts together. For example, in Year 1 the pupils made Christmas stockings, first drawing what they proposed to make then working out the materials they needed and the techniques, such as cutting and pasting, that they will use when making the object. As pupils move through the key stage they know and understand that a design can be both modified and improved to help in the construction stage. This was seen in work by Year 2 pupils, in which they were designing fairground rides. They designed a range of rides, first drawing what they proposed to make, identifying the materials and labelling the parts. They constructed simple axles and tested and amended them. Throughout the designing and making process they evaluate the strengths and weaknesses of their models and make improvements. Their models show skills and individual initiatives in planning, constructing and making. This is a significant improvement since the previous inspection.
97. Throughout the school there are good examples of design and technology being used to support the work done in other subjects such as English, science, art and information and communication technology. For example, pupils made coats from different materials, exploring the characteristics of the materials and their suitability for different weather conditions. When designing a 'Millennium Dreamcoat' they use their skills of making colourful patterns to enhance the appearance of their coats. Information and communication technology opportunities are well used to communicate their design ideas.
98. Teaching is satisfactory overall. One lesson was good. There was no teaching judged to be



unsatisfactory, a significant improvement since the previous inspection. Lessons are planned carefully. Teachers' knowledge and understanding of the subject are generally secure. Effective use is made of discussion to help pupils evaluate their own designs and models. For example, in a Year 2 lesson, pupils discussed ways of making the moving parts of their Ferris wheel more effective. Teachers use opportunities to reinforce the use of appropriate technical vocabulary. The pupils are taught skills effectively and opportunities are provided for them to experiment using a range of tools and techniques. Pupils' learning is now more effective because there are more opportunities for pupils to develop a more critical awareness of their work in evaluating it and making their own modifications. Pupils' relationships are of high quality. They work well as members of a group, sharing views and opinions resulting in a good co-operative learning environment. Where teaching is less effective there is too much time spent on instructional teaching thereby reducing the opportunities for pupils to be active learners. Pupils take good care of the resources they use.

99. There is good quality leadership. The strong commitment of the co-ordinator is a key feature in raising levels in this subject, where attainment was below expectations and a key issue in the previous inspection. There is now a good policy and the scheme of work is linked to nationally recommended guidelines. The school's action plan indicates a good understanding of strengths and weaknesses in this subject. There is a wide range of resources readily available.

## **GEOGRAPHY**

100. Standards in geography are in line with what is expected by the age of seven. Standards were also sound at the time of the last inspection. Good opportunities to investigate the local environment successfully support pupils' development of geographical knowledge, skills and understanding. Teaching assistants support pupils with special educational needs and those with English as an additional language very well.
101. Seven-year-olds pack a suitcase to go on holiday. They ask geographical questions such as, 'What clothes do I need for hot and cold weather?'. They make clear gains in understanding how weather patterns influence what we wear. For example, they take sun cream, shorts and sun hats as they journey to Egypt and Mexico. Pupils compare the imaginary island of Struay, identifying boats, cliffs and not many houses, with New Haw, which has cars, roads and lots of people. They successfully create their own island maps, using key symbols that show, for example, a mountain with a cave and a road with a roundabout. Route-finding walks around the school and in the immediate locality successfully relate fieldwork skills to classroom learning. Good teaching clearly results in good learning in this unit of work. Pupils investigate sites for a fairground with lively interest and enthusiasm. They scour maps and pictures for land that is flat and not too 'soggy'. Good links are made with design and technology, where pupils have just started to make a fairground model. As a result, pupils' response to geography is good. Activities are interesting and lessons contain a good balance of direct teaching, lively activity with an appropriate emphasis on recording.
102. The quality of teaching is sound. Teachers have good subject knowledge and manage their classes well. They share ideas and resources through good co-operative planning. Lesson provision would be improved by making it clear to pupils at the start of each lesson what they are expected to learn and then reconsidering learning objectives at the end. Assessment procedures are in place and link well to assessment of speaking and listening skills.
103. The subject is well managed by an enthusiastic co-ordinator. A key feature of her success in managing the subject lies in her ability to introduce and support teachers as they use information and communication technology programs related to geography. However, she is not involved in the monitoring of teaching and learning in the subject. Resources are good but are scattered. The co-ordinator has a clear action plan to conduct an audit and to centralise resources to improve the quality of pupils' learning.

## **HISTORY**

104. Standards are in line with expectations by the age of seven. This is similar to judgements made at the time of the last inspection. Teachers create a good range of opportunities for pupils to find out about the past using a range of information sources such as photographs, stories and visits. Pupils with special educational needs or English as an additional language play a full part in lessons because they are well supported.
105. Children in reception classes enthusiastically sort clothes, deciding which is suitable for a child or an adult. They learn that people change over time. Pupils in Year 1 think about changes in road transport. Ideas flow freely as they 'brainstorm' ways of travel. They respond positively to challenging questions from their teacher to explain, for example, how a penny-farthing bicycle works. Pupils construct a timeline for travel through the ages, effectively comparing a time when everyone walked to present day opportunities for travel in many different ways. Year 2 pupils learn about a range of famous people, including Louis Braille, Helen Keller and Beethoven. Lower attaining pupils successfully answer questions whilst higher attaining pupils make good use of the opportunity to imagine what it was really like to be blind and deaf in times past. Historical enquiry creates good opportunities for spiritual and cultural learning. Good links are made with mathematics as pupils use Venn diagrams to compare London in 1666 with London today. Pupils respond well to active learning methods and have good recall of previous learning.
106. The quality of teaching is sound. Evidence from past work and from discussions with pupils makes it clear that at times teaching is good. Pupils' recall of facts and activities based on learning about the Fire of London is good and gives clear evidence of good teaching. Teachers plan co-operatively in year groups with all classes following the same topic cycle. This is good provision in terms of shared resources and ideas to improve pupils' learning. Planning makes clear what support is to be given to pupils with special educational needs but does not make clear what extra challenge is to be offered to more able pupils. Teachers manage their pupils well and value what they say during discussions. Pupils become confident speakers and as a result are also confident when putting their thoughts on paper. Development in literacy skills is good.
107. The subject is well managed by the acting headteacher, who despite her many responsibilities maintains an enthusiastic interest in the development of the subject. The monitoring of teaching and learning has yet to take place. Book resources are good and the school intends expanding its small stock of artefacts. Good use is made of museums, churches and older buildings in the area. Visitors are welcomed to talk about their experiences as children. Videos are used well but the use of other information and communication technology opportunities are not systematically identified at the planning stage.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. By the age of seven, standards are in line with those expected nationally and pupils' achievement is satisfactory. Pupils with special educational needs and English as an additional language make good progress, especially where there is extra support provided by the teacher, teaching assistant or a volunteer parent helper. This is similar to the judgements of the previous inspection.
109. By the end of Year 2, pupils confidently use the mouse to log on, open programs, select from an on-screen menu, delete and insert letters and words and use the mouse to 'drag and drop' icons. The majority of pupils show satisfactory standards in word-processing and are generally confident with the layout of the QWERTY keyboard. For example, Year 1 pupils use the keyboard to word-process simple descriptions of themselves. Year 2 pupils word-process descriptions of their pictures or clip-art pictures, or write poems. For example, after importing a clip-art picture of the Loch Ness Monster a pupil described it as "grey", "tall", "long" and "swimming". Year 2 pupils can change the size, colour and style of font used. They confidently use an art program, which supports the development of pupils' computer skills as they create pictures by selecting colours and different sizes of spray and fill from the screen menu. For example, Year 1 pupils were observed using a program to draw self-portraits, which were linked to their science topic of

“Ourselves”. They selected colours from the on-screen menu to represent hair and eye colours and selected different thickness of line to draw facial features. Year 2 pupils draw firework pictures. As well as using word-processing and art programs, pupils use a graph program to show the most frequent eye colours in the class and a shape program to show how shapes can fit together in a regular or irregular way. Pupils know that information can be obtained from computers, television, radio, video, audio tape and compact discs.

110. The quality of teaching is satisfactory overall. The only direct teaching observed was in Year 1, where teaching was good. The use of computers in Year 2 is generally satisfactory. However, in some classes, mainly in Year 2, the computers were rarely used during the inspection week. Whole class introductions give the pupils a good understanding of how the program works, the objectives and the skills required. In the lessons observed, the teachers shared the objectives of the program with the pupils so that they knew what they were about to learn and why. The teachers used questions well to assess pupils' understanding and to move them on in their knowledge. During whole class introductions some pupils find it difficult to see the monitor of the demonstration computer because of the small size of the screen and the distance those at the back of the group sit from it. Teaching assistants and parent helpers are given good guidance by teachers and support pupils' learning well. For example, a parent was observed giving good support to Year 2 pupils using a geography program about islands. Not only did the parent support the pupils well but also assessed and recorded their understanding. Overall, boys and girls display the same good attitudes and growing confidence and interest in the subject. They are eager to learn new skills and to share their knowledge with their peers.

111. Since the previous inspection there has been sound improvement in the subject, thanks to careful spending of national grants to improve staff confidence and resources. A national training initiative has resulted in improved knowledge and skills amongst the majority of teachers and teaching assistants. This is giving staff the confidence to teach whole class activities. Although the majority of teachers plan for computer activities in the class, to support other areas of the curriculum, this does not always happen and where teachers' confidence is less secure, the computers are not consistently used, especially in Year 2.
112. The co-ordinator is new to the post but is developing a good understanding of the strengths of the subject and the areas for development. She has not yet had time to monitor teaching and learning or to work alongside colleagues. The curriculum is being developed well and planning has improved. The use of assessment to inform planning and to track pupils' progress is undeveloped. It is being developed by the co-ordinator who is trialling a number of assessment formats, which will be discussed at the end of the school year in preparation for a whole school system for September. A parent is developing a website to enable parents and pupils to have access to a range of information about the school. This will supplement the site already being used by the Friends of Grange School (FROGS). The limited number of displays around the school to celebrate the subject and the limited amount of work in pupils' books show that information and communication technology satisfactorily supports English, mathematics, art and geography. However, in other subject areas it is generally under-developed. The ratio of computers to pupils is just in line with that found in most schools nationally. These issues have already been recognised by the co-ordinator as areas for development.

## MUSIC

113. By the age of seven, pupils attain standards which match the levels expected nationally. Standards have been maintained since the last inspection. The school's good provision includes an appointment of a teacher, this school year, with specialist music skills and the adoption of nationally recommended guidance. These initiatives have resulted in raising the expertise and confidence of most staff.
114. By the time pupils are seven, they sing clearly and in tune. They perform well together in singing practice. By Year 2, pupils sing simple songs with changes in pitch and tempo. For example, in assembly they sing a range of songs from memory, generally keeping good time. They are developing an awareness of patterns in music. The majority of pupils remember and repeat a simple pattern by clapping and tapping correctly and keeping to the beat. They realise that singing has a pattern and are aware of music being played at different speeds as well as louder and quieter to create effects. Composing is at an early stage of development but pupils are making good progress. Using a range of unpitched percussion instruments they make up their own short rhythms and sound patterns, performing them for the class. For example, in a Year 2 lesson, pupils in groups composed an aspect of a railway journey, exploring and combining sounds to produce simple 'train' compositions. A notable feature of the pupils' musical attainment is their very good listening skills. They demonstrate an awareness of specific vocabulary such as, *pitch*, *dynamics* and *tempo*. Pupils listen to a variety of music, which includes music of other cultures and times, an improvement since the last inspection when there were limited opportunities to listen to a wide range of music.
115. Overall, most pupils achieve well in relation to their prior attainment by the time they leave the school. Pupils with special educational needs and English as an additional language receive good individual support and also achieve well.
116. As a result of the organisation of the curriculum, no lessons were observed in Year 1. Both lessons seen in Year 2 were taught by the specialist teacher and were of a very good standard. Evidence from teachers' planning and from pupils' work indicates that teaching is satisfactory overall. The high quality of teaching seen was a result of the teacher's very good knowledge of the subject, focused questioning and precise use of technical language. For example, in a lesson in Year 2, the teacher used her voice and piano in developing performing and composing skills. One pupil

decided to use her voice as an element of her composition. Other strengths included the very good management of the pupils' behaviour, warm relationships, good links with previous work and the careful drawing out of the pupils' responses, which significantly aided their awareness and appreciation of music. There is good pace and balance to the lessons and many practical opportunities for involving pupils. The teacher evaluates skilfully what the pupils are able to do and ensures that pupils improve on their earlier performances. Overall, higher attaining pupils are fully challenged now in these class lessons and this represents a good improvement since the last inspection. Learning is fun and this contributes strongly to the pupils' very positive attitudes, behaviour and excellent relationships.

117. The co-ordinator is new to the role. National subject guidance and a published scheme are used to ensure appropriate coverage of all strands of the music curriculum. The subject makes a satisfactory contribution to pupils' cultural development through the study of famous composers and visits from musicians, for example, a Japanese group. There is no formal assessment of pupils' work or monitoring of teaching. The use of information and communication technology in music is a developing area. Resources are satisfactory.

## **PHYSICAL EDUCATION**

118. Standards of attainment are in line with national expectations at the end of the key stage. This broadly maintains the standard identified at the time of the previous inspection. Pupils with special educational needs and those with English as an additional language make similar progress to that of all pupils in the school. The progress observed in lessons during the inspection was satisfactory to good. In addition to work in gymnastics, pupils are taught games and dance skills.
119. Pupils in gymnastics are developing co-ordination and improving their skills in a range of gymnastic floor movements appropriate to their age. Pupils are developing an awareness of space in their mastery of basic activities, such as jumping, travelling and balance. Pupils enjoy this subject and work enthusiastically to perform the tasks. They work well, both individually and collaboratively. Pupils make good use of hall apparatus to extend their skills and they adapt some of their floor sequences onto the fixed and free-standing apparatus. The pupils are acquiring the skills of throwing and catching, and are very deliberate in hand and eye co-ordination techniques. In dance, pupils respond satisfactorily to a taped lesson, in which they use dance to interpret the mood and rhythm of different types of music.
120. The quality of teaching is satisfactory overall. Good teaching was seen in a Year 2 dance lesson, where there was a clear focus on improving the pupils' skills. Pupils are well managed, so they know and follow rules obediently and work safely.
121. Lessons are less effective when there is a lack of clarity about the purpose of the activity, and pupils practise skills that do not challenge them sufficiently. Teachers are willing to select pupils to show good work after pupils have been practising. Increased emphasis of the features that made a movement or activity particularly successful would enable other pupils to improve their own performance. The majority of lessons are conducted at a pace that ensures there is plenty of energetic exercise and pupils work hard.
122. Time management was an issue in two lessons. It affects the amount of time for physical involvement and the opportunity for pupils to evaluate their own and others' performance. Teachers and pupils dressed appropriately for the lesson. Teaching assistants are well briefed and given designated roles; they assist pupils with special educational needs to improve their work and as a result, they make good progress. All lessons include appropriate activities for warming up at the beginning of the lesson and cooling down at the close of the lesson.
123. The subject is managed well by an effective and enthusiastic co-ordinator, who has monitored teaching and learning. The teachers' planning, based on the school's scheme of work, shows an appropriate range of activities planned during the year. The result is a well-constructed programme of work that allows pupils opportunities to acquire skills appropriate to their age and ability.

Resources in the school are good. There is a well-equipped hall for indoor lessons, a good hard playing area, and an extensive grassed area. Although the out-of-school activities are limited to football at present, pupils are offered fun and fitness activities at a sponsored 'Fun Fit' and after-school skipping workshops. The school is well placed to secure further improvement.

## **RELIGIOUS EDUCATION**

124. The standards attained by pupils are in line with those expected by the locally agreed syllabus for the subject. The policy has been revised and includes aims that help pupils develop an understanding of Christianity and the relevance of Christian values to their lives. The school aims to link religious education and pupils' spiritual, moral, social and cultural awareness. Although the majority of religious education covers teaching from Christianity, aspects of Judaism, Buddhism and Islam are covered in Years 1 and 2.
125. During the inspection, it was possible to see only one lesson of sufficient length in Year 1 and therefore it was not possible to make a judgement on the quality of teaching. Other evidence was gathered from discussion with a sample of pupils from Year 1 and Year 2, and an analysis of pupils' previous and current work.
126. All pupils make satisfactory progress. However, pupils' knowledge is strong from stories in assemblies about the Bible and Christian faith. Generally, pupils talk confidently about their work and have a respectful attitude to the subject of religious education. Some pupils show a spiritual awareness of the Christian faith and believe that God and Jesus are their friends and will look after them.
127. The school has a new co-ordinator for religious education and it is timetabled as a discrete area of the curriculum. However, there has been no monitoring of teaching and learning. The responsibility of the school council, who act as mediators in the playground, as well as opportunities offered in circle time, are good examples of ways Christian values are used on a day-to-day basis. This broader view enhances the provision of pupils' spiritual and moral development.
128. All pupils learn some important beliefs and festivals of other religions, for example, the Hindu festival of Diwali and some of the customs associated with it and some of the Jewish festivals, including Hanukkah. Pupils' recall of other religions and the ability to compare them with Christian beliefs are satisfactory. Evidence of learning was shown in class and school displays. Pupils explain the symbolism of artefacts from both religions.
129. Resources are adequate and are added to on a regular basis. Limited use is made of visits to support the subject at present. However, it is planned in the school policy to take pupils to places of worship of a number of religions.