

# INSPECTION REPORT

## STOUGHTON INFANT SCHOOL

Guildford

LEA area: Surrey

Unique reference number: 124975

Headteacher: Mrs M Holland

Reporting inspector: Mrs C Skinner  
23160

Dates of inspection: 24<sup>th</sup>-26<sup>th</sup> March 2003

Inspection number: 248636

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Stoughton Road Guildford Surrey
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Appropriate authority:	The governing body, Stoughton Infant School
Name of chair of governors:	Mrs G Exton
Date of previous inspection:	July 1997

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23160	Carole Skinner	Registered inspector	Mathematics, art, music.	The school's results and pupils' achievements? How well are pupils taught? How well is the school led and managed?
9588	Tony West	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15271	Brian Farley	Team inspector	Design and technology, information and communication technology, physical education, special educational needs, educational inclusion including racial equality.	
23434	Marie Gibbon	Team inspector	English, history, religious education, English as an additional language.	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	Science, geography, the foundation stage curriculum.	

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

### **INFORMATION ABOUT THE SCHOOL**

Stoughton Infant School is situated in North Guildford, which is recognised as one of six areas of deprivation in Surrey. It caters for 180 full-time pupils and 52 children who attend part-time in the Nursery. There are similar numbers of girls and boys overall, although there is an imbalance in some classes. The school is broadly average in size. Its roll has fallen significantly since the previous inspection due to the re-organisation of schools in the area and a reduction in its standard admission number from 120 to 60. It is oversubscribed in Reception for 2003. Approximately six per cent of the pupils come from minority ethnic groups, which is above average. Eleven pupils speak English as an additional language, of whom three are at an early stage of language acquisition. This is higher than in most schools. Forty-five pupils (25 per cent) are on the school's register of special educational needs, five of whom have statements. This is higher than the national average. Most of these pupils have speech and language learning difficulties which affect their progress in speaking, reading and writing. Twenty-six pupils (14 per cent) are eligible for free school meals, which is broadly average. The turnover of pupils is similar to that seen in most schools: in the previous year, seven pupils joined the school and 12 left it at times other than those of the usual admission or transfer. Attainment on entry to the school is below average, especially in communication, language and literacy.

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

This is a good school which helps pupils to achieve well. They achieve higher than average standards in mathematics and science and sound standards in all other subjects. Good leadership and management provide clear direction for the school's continuing development and have maintained good provision during a period of great uncertainty and disruption. The quality of teaching and learning is good. Overall, the school gives good value for money.

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

- Achievement in mathematics and science is particularly good.
- The leadership and management of the school are effective in determining priorities for improvement and implementing strategies to raise standards.
- The quality of teaching is good and helps pupils to make good progress in their learning.
- The school makes very good provision for the higher than average proportion of pupils with special educational needs.
- The quality of provision for children in the Nursery is very good.
- The school works very well in partnership with parents to support their children's learning.

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

- Although pupils achieve well in English, standards are not as high as they could be, especially in speaking and writing.

*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 July 1997. It has made a good improvement since that time, despite having experienced uncertainty about its future, a reduction in size and complete re-organisation which involved major building works. Standards in mathematics, science and religious education are much higher, as are teachers' expectations of what pupils can achieve, especially those capable of higher attainment. Curricular provision has improved and now meets all statutory requirements. The school makes better provision for pupils' spiritual, moral, social and cultural development and has strengthened its procedures for child protection. The leadership and management of the school have improved and are now more effective in identifying priorities for development and introducing strategies to address them. The school has a good capacity to continue to improve.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	B	C	A	A	well above average A above average B average C below average D well below average E
writing	C	C	A	A	
mathematics	B	A	A	A	

Standards were high in 2002 because this was a particularly strong year group with a higher than average proportion of able pupils. The school's performance in national tests has followed an upward trend, but fluctuations from year to year reflect variations in the make-up of each year group. The school continues to set challenging targets for improvement. The current Year 2 has fewer able pupils and a higher than average proportion of pupils with learning difficulties in speech and language. This is reflected in the inspection findings which show that standards are average in reading and writing, and above average in mathematics and science. Standards in speaking and listening are below average. There are weaknesses in spelling and punctuation and in the quality of pupils' handwriting and the presentation of their work. There are no significant differences in attainment between boys and girls. Pupils achieve average standards in all other subjects. Achievement is good in Years 1 and 2. Pupils with special educational needs make very good progress. Children in the Foundation Stage reach average standards in most areas of learning by the end of the Reception year and achieve well. Although attainment in communication, language and literacy is lower, pupils achieve well given their low starting point.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen attentively, follow instructions carefully and settle to work quickly. They show interest in all activities, concentrate hard and work well independently and in groups.
Behaviour, in and out of classrooms	Good. Pupils know right from wrong and behave well in lessons. They are courteous to adults and show consideration for each other. They move around the school sensibly.
Personal development and relationships	Very good. Pupils are keen to undertake jobs around the school, take their responsibilities seriously and form very good relationships with each other and with adults.
Attendance	Satisfactory. Although absence figures were slightly higher than the national average for primary schools, the attendance rate was higher than the previous year and continues to improve.



## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The strongest features of the teaching are the very good relationships between pupils and adults, and the sensitive management of pupils in lessons, which ensures that they concentrate well and gain the most benefit from each lesson. Another very good feature is the partnership between teachers and assistants, who work together very well to support all pupils in lessons. The quality of teaching and learning for children in the Nursery is very good. The teacher’s very good knowledge and understanding of the needs of young children are reflected in the effectiveness of the teaching methods. Teachers have high expectations of all pupils and provide suitably demanding work for them. However, expectations of the quality of pupils’ handwriting and presentation of work are often not high enough. Lessons move at a brisk pace and this motivates pupils to concentrate well and work hard. Teachers give pupils praise and encouragement which helps to build their confidence and self-esteem. Marking is constructive and helpful and teachers discuss pupils’ work with them to show them what they have done well and how they could improve it. The quality of teaching and learning in literacy and numeracy is good in Years 1 and 2. However, some recently introduced teaching strategies to improve pupils’ reading and writing have not been in place long enough to have an effect on standards in Year 2. Teaching is at least satisfactory in all other subjects, and often good. During the inspection, good teaching was seen in some lessons across all subjects. The teaching meets the needs of all pupils well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, varied and interesting and curricular planning is good. There are very effective strategies for teaching numeracy. The Foundation Stage curriculum is good and well matched to children’s needs and aptitudes. Effective links with the community contribute well to pupils’ learning. Although the curriculum is enriched by a good range of visits and visitors, the school provides no lunchtime or after school clubs.
Provision for pupils with special educational needs	Very good. There are very good arrangements to support pupils’ learning in literacy and numeracy lessons. Pupils’ individual education plans are well organised and targets are clear and achievable. The needs of the pupils with statements of special educational need are met very well.
Provision for pupils with English as an additional language	Good. Teachers and assistants know pupils well and plan carefully to meet their individual needs. This ensures that pupils have full access to a broad and balanced curriculum.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good. Collective worship makes a sound contribution to pupils’ spiritual development because it enables pupils to gain insight into values and beliefs. Good provision for moral and social development helps pupils to develop personal responsibility and self-discipline. Satisfactory provision for cultural development is planned through art, music, history, literacy and religious education.
How well the school cares for its pupils	Good. There are good arrangements for ensuring pupils’ welfare and very good procedures for monitoring their behaviour. Teachers set targets for individual pupils to achieve and track their progress carefully from term to term.

	Assessment and recording systems are satisfactory but still developing.
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The school works very well in partnership with parents, and they are very supportive of the school. These factors have a positive influence on the quality of pupils' learning.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff provide clear direction for the school's continuing development and have created a strong staff team. There is a shared commitment to improving the quality of education for the pupils. Effective delegation of responsibilities within the school contributes well to its smooth running.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's strengths and weaknesses and fulfil their statutory duties well. They play an effective role in shaping the future direction of the school and support the headteacher and staff effectively in improving the quality of education for the pupils.
The school's evaluation of its performance	Good. There are effective systems for monitoring the quality of teaching and learning, the curriculum and standards. The headteacher and senior management team observe lessons regularly. Staff and governors evaluate all aspects of the school's performance and identify key priorities for improvement.
The strategic use of resources	Good. Careful budgeting has ensured that the school continues to provide a good quality of education despite its reduction in income. Expenditure is carefully reviewed to ensure that the school is achieving good value for money. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum.

Staffing levels are good and teachers and assistants work very well together as a team. The accommodation is very good and enhances learning very well. The school is well resourced.

**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>• They feel comfortable approaching the school with questions or problems.</li> <li>• Their children like school and make good progress.</li> <li>• The teaching is good and the school has high expectations of their children.</li> <li>• The school is well managed and led.</li> <li>• Behaviour is good and the school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to see a greater range of activities outside of lessons.</li> </ul>

The inspection team fully agrees with the positive views of the parents. Overall, the range of activities outside of lessons is satisfactory. Pupils benefit from a good range of experiences that enhance learning, including visitors to school and visits to places of interest. However, there are no after school or lunchtime clubs, other than those provided by commercial organisations. The school has already begun to review this provision.

## **PART B: COMMENTARY**

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

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

1. A significant number of children join the Nursery with poorly developed skills in speaking and listening and have limited knowledge of mathematics. Many find it difficult to mix socially and to take turns and share. From this starting point, most children make good progress in the Nursery and broaden and consolidate their knowledge in all areas of learning. By the end of the Reception year, most children achieve well and are on course to attain the recommendations for the end of the Foundation Stage in their personal, social and emotional development, mathematical development, knowledge and understanding of the world and in their physical and creative development. However, many children do not meet all of the early learning goals in communication, language and literacy. This judgement is broadly similar to the findings of the previous inspection. The children show particularly good progress in the development of their personal, social and emotional skills. This reflects the skilful teaching, both in the Nursery and Reception classes where children are encouraged to feel confident about what they can achieve. Given the children's low starting point in their communication skills, all adults in the Nursery and Reception classes work very hard to promote the use of language across all areas of learning.

2. In the national tests for Year 2 pupils in 2002, the pupils' results were well above average in reading, writing and mathematics when compared to all schools and to similar schools. This represents a significant improvement in standards in reading and writing compared with the 2001 results, although the school acknowledges that this was a particularly strong year group. Standards in mathematics have remained consistently high over the past five years, while those in reading and writing have fluctuated from well above average to average, depending on the make-up of each year group and the proportion of pupils with special educational needs, most of whom have difficulties in language and communication.

3. The findings of this inspection show that standards in reading and writing are again average, as they were in 2001. This is because there are more pupils with special educational needs in the current Year 2, and fewer pupils capable of higher than average attainment. The school continues to focus on raising standards in reading and writing, and evidence from the lessons seen and the pupils' work shows that the strategies being used are beginning to have an impact. However, there are still weaknesses in spelling, punctuation, the quality of pupils' handwriting and the presentation of their work. Standards in mathematics are above average because the National Numeracy Strategy is being implemented well and there is a very good emphasis on developing mental strategies. Pupils with special educational needs are able to make very good progress in mathematics because they are not impeded by their learning difficulties in reading and writing. Compared to the findings of the previous inspection, standards are similar in English and significantly higher in mathematics. The school has set its own challenging targets for pupils to achieve in 2003.

4. In science in Year 2, teachers' assessments in 2002 showed that standards were above average and this is still the case. This represents a very good improvement since the last inspection when standards were below average. Throughout the school, there is a strong emphasis on teaching experimental and investigative science and this has contributed very well to the rise in standards. In Year 2, standards are similar to those seen in most schools in all other subjects. This is similar to the findings of the last inspection, except in religious education, where they are higher. Standards in religious education have risen because curricular planning and teaching in the subject have been thoroughly reviewed and improved. Overall pupils achieve well in Years 1 and 2. There are no

significant differences in attainment between boys and girls. Higher attaining pupils achieve well because they find the work stimulating and interesting and are well motivated.

5. Over time, the progress of pupils with special educational needs is very good. The previous inspection reported that “pupils make sound progress”. There has therefore been a particularly good improvement. Progress is predominantly good in aspects of English, mathematics and science because teachers and learning support assistants provide very focused and consistent support for pupils. Many attain, or come close to, national standards by the time they take the assessment tests in Year 2. Much of this good progress can be attributed to the teachers’ and assistants’ very good knowledge and understanding of pupils’ needs and capabilities. Pupils have clear targets to help them improve, and these are reviewed regularly.

6. Pupils who speak English as an additional language achieve well, quickly gaining confidence in the supportive atmosphere of the school. All staff know their pupils well and have a good understanding of what pupils need to do to move on to the next stage of learning. Very good relationships between adults and pupils and between pupils support the school’s provision very well.

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

7. Pupils are enthusiastic about school and parents confirm that they want to come to school. They are interested in lessons and have very good attitudes towards learning. Overall, pupils’ behaviour is good; they behave well in the majority of lessons, during assemblies or whilst at play or at lunch. In the previous inspection, behaviour was judged as generally good.

8. Throughout the school, the great majority of pupils are very keen and enthusiastic. Pupils with special educational needs have positive attitudes to learning and their classmates treat them with consideration and respect. Pupils listen attentively, follow instructions carefully and settle quickly to the task given. They generally concentrate hard and work well, independently and in differing group situations. In a mathematics lesson, Year 2 children were excited and interested to discover that multiplication and division were opposites. When pupils are given the opportunity to work in groups, they share views and value each other’s work. In a religious education lesson, pupils from Year 1 co-operated very well with a local youth worker when they re-enacted a christening ceremony.

9. The great majority of pupils are very interested in the life of the school and behave well. They comply with school rules and know right from wrong. Pupils are polite and courteous to teachers, their peers and to visitors. They form orderly queues, enter assemblies quietly and move around the school sensibly. Pupils form very good relationships with each other and with adults and are caring in their support for those with special educational needs. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and pupils understand well the impact of their behaviour on others. Pupils handle resources sensibly and no examples of damage or graffiti were seen during the inspection. When they are given the chance to help others, they readily accept the challenge by acting as monitors and by helping in the classroom. Parents confirm that the children mature very well, take their responsibilities seriously and appreciate the rewards they are given. They are prepared very well for their transition into the junior school.

10. Children settle quickly to the daily routines of the Nursery and grow in confidence. They soon become independent and respond to the activities provided with enthusiasm. At the start of the day they enter the Nursery happily and, together with the adult who brings them into school, choose two or three activities which they would like to do. Their behaviour is variable, but by the time they leave the Nursery it is good. When playing and working together in the Reception classes, they co-operate well and support one another in their learning. Developing initiative and personal responsibility in learning is

strongly encouraged by all staff in the Nursery and Reception classes and, by the end of the Reception year, most children are able to organise themselves well.

11. As in the previous inspection, pupils' attendance and punctuality are satisfactory. Pupils' attendance in the period 2001 to 2002 was just below the national average when compared with primary schools. Attendance for the reporting period had improved from the previous year and for the first term of this year improved significantly. The school reports that last year a large number of absences resulted from illnesses that spread in the cramped conditions during the redevelopment of the school. School records for this year to date show that authorised absences are highest amongst Year 2 pupils, who also have the highest incidence of additional holidays. Unauthorised absence over the reporting period was broadly in line with the national average. The registration of pupils at the start of sessions is handled efficiently and lessons start promptly. However, a minority of pupils arrives late for the start of lessons and the greatest proportion of late pupils is in Year 2.

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

12. The previous inspection found that the quality of teaching and learning was satisfactory overall. Good teaching was seen in about 40 per cent of lessons. The findings of this inspection are that the quality of teaching and learning is good. Of the 42 lessons observed during the inspection, 11 were very good, 23 were good and eight were satisfactory. There were no unsatisfactory lessons. Overall, there has been a good improvement in the quality of teaching since the previous inspection. The strongest features of the teaching across the school are the very good relationships between pupils and adults, and the sensitive management of pupils in lessons, which ensures that they concentrate well and gain the most benefit from each lesson. Another very good feature is the partnership between teachers and teaching assistants, who work together very well to support all pupils in lessons. This has improved significantly since the last inspection and is not only effective for pupils with special educational needs, but also ensures that more able pupils and those of average attainment are well supported.

13. The quality of teaching and learning for children in the Foundation Stage is good overall. It is very good in the Nursery. The Nursery teacher, Nursery nurse and Nursery assistant know the children well as individuals and are skilled at developing warm relationships. Consequently the children settle happily into school and move into the Reception classes with good attitudes to learning. The Nursery teacher's very good knowledge and understanding of the needs of young children are clearly evident in the effectiveness of the teaching methods. There is a good balance between structured and free play activities, which assists the children's personal independence. Although the daily routines differ in the Nursery from those in the Reception classes, the activities are purposeful and effectively meet the needs of the children in all three classes.

14. All aspects of the relevant areas of learning are given due attention, including a strong emphasis on the development of personal responsibility and initiative. In the Reception classes, the teaching of literacy and numeracy takes full account of the needs of young children and prepares them well for the Year 1 curriculum. The management of children is very good in the Nursery and Reception classes and all adults work very effectively as a team. There is a strong emphasis on promoting the children's speaking skills. Adults listen with interest to what the children have to say and, through careful questioning, develop their communication skills and maximise their learning. The teaching of social skills is especially good and the children enter Year 1 with a good understanding of how to behave and a growing awareness of others' needs as well as their own. The use of assessment to monitor the development of the children is good and enables teachers to plan effectively for future learning experiences.

15. The quality of teaching and learning in Years 1 and 2 is good. Of the 29 lessons observed, seven were very good, 16 were good and six were satisfactory. The previous inspection found that teachers' expectations were generally not high enough, especially for the more able pupils. Teachers now have high expectations of all pupils and provide suitably demanding work for them. However, teachers' expectations of the quality of pupils' handwriting and presentation of work are often not high enough. The previous inspection also found that the pace of some lessons was too slow and pupils made insufficient progress. Lessons now move at a brisk pace and this motivates pupils to concentrate well and work productively. Teachers plan lessons well to match the needs and capabilities of different pupils. They explain clearly to pupils what they are about to learn and return to this at the end of the lesson to consolidate pupils' understanding. This helps pupils to have a good knowledge of their own learning.

16. Teachers give pupils praise and encouragement which helps to build their confidence and self-esteem. The last inspection identified this as a weakness in some classes. Marking and the day-to-day assessment of pupils' progress, which were inconsistent at the time of the last inspection, are now good and are used well to influence teachers' planning. Marking is constructive and helpful and teachers discuss pupils' work with them to show them what they have done well and how they could improve it.

17. The quality of teaching and learning in literacy and numeracy is good in Years 1 and 2. However, some recently introduced teaching strategies to improve pupils' reading and writing have not been in place long enough to have an effect on standards in Year 2. By comparison, the strategies for teaching numeracy are fully established and very effective in maintaining high standards. In science, teaching and learning are good throughout the school. This is because there is a strong emphasis on experimental and investigative science, as well as imparting knowledge. The quality of teaching and learning is good in religious education, which has also been a focus for development since the previous inspection. In all other subjects, which have not been highlighted for training and development, the quality of teaching and learning is satisfactory, overall. This judgement takes into account the teachers' planning, pupils' work and assessment procedures, as well as the lessons seen during the inspection. During the inspection, however, good teaching was seen in some lessons across all subjects.

18. A literacy lesson in Year 1 illustrated the good features of teaching seen during the inspection. Pupils were learning how to find information from non-fiction texts. The teacher began by demonstrating clearly how to use the contents page of a big book about insects to locate specific information. She involved the pupils well by asking some of them to come out and show the class how to find a particular topic by looking up the page number and turning to the right page. Pupils also had the opportunity to read the text aloud together and answer skilfully worded questions to help them understand what it was about. The subsequent group activities built well on this introduction as groups of pupils searched for information to answer questions about different insects. At the outset, the teacher set high expectations of the pupils' behaviour, independence and the quality of work: "I want this work to be really tidy and neat as well as interesting". The teacher and assistant supported pupils very well as they worked on tasks which were matched well to their capabilities. The very good relationships and management of the class helped to create a purposeful atmosphere where pupils were well motivated and concentrated well.

19. The quality of teaching and learning for pupils with special educational needs is good. Where they have individual education plans, effective strategies are used to help them achieve their learning targets. Learning support assistants provide very effective intervention. This ensures that pupils concentrate well and maintain interest in their work. Assistants have access to pupils' individual education plans, they know the targets set for them and carefully record their achievements. Liaison

between teachers and the co-ordinator for special educational needs is good and helps to ensure that assistants are fully involved in pupils' learning. Teachers' very good management of pupils makes a significant contribution to the progress that they make. The use of information and communication technology to support the learning of pupils with special educational needs is underdeveloped.

20. The quality of teaching for pupils with English as an additional language is good. Teachers and learning support assistants know their pupils well and plan activities which meet their needs effectively. This helps pupils to develop their skills and knowledge securely. These pupils are fully included in all activities and opportunities that the school provides. Most of the teachers at the school have received training from the Local Education Authority's Children's Services for pupils who have English as an Additional Language.

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

21. At the time of the previous inspection the school's curriculum was judged to be in need of improvement. Insufficient time was allocated to mathematics, science, design and technology, history and religious education. In science the full range of the curriculum was not being taught and the provision in religious education did not meet the requirements of the locally Agreed Syllabus for the area. The school has addressed these key areas for improvement well. Time allocations to subjects are now similar to those of other schools and there has been significant improvement in standards in mathematics, science and religious education. There is particularly good emphasis on developing mental strategies in mathematics. Curricular provision for religious education has been carefully reviewed and effectively developed and now provides well for pupils' understanding and appreciation of the subject. In science, the curriculum covers all areas of the subject well and has particular strengths in developing pupils' skills in enquiry and investigative work. There are now schemes of work and policies in all subjects.

22. The National Numeracy and Literacy Strategies are fully implemented and taught daily. Curricular provision for mathematics is now very good and provides well for all areas of the subject, including data handling. The National Literacy Strategy is well planned and additional provision is made for pupils in well organised reading sessions. The school has already identified the need for a continued emphasis on developing pupils' skills in all areas of literacy as this is a weaker area in their attainment when they enter the school. Plans are regularly being adapted to meet the specific needs of the school. The school has recently identified the need to improve pupils' knowledge of phonics. While a new programme has been introduced into the Foundation Stage this has not yet had time to influence older pupils' reading and writing skills.

23. The curriculum provides for most subjects to be taught separately but careful cross curricular links are planned where teachers feel that it enhances pupils' learning to combine subjects. Good examples of this are the links between science and literacy when pupils in Year 2 organise their investigations on the lifecycle of a frog into an information booklet. In geography and history in Year 1, pupils study photographic evidence of how the seaside has different features from their own locality and how seaside holidays have changed over time. A strength of the school's curriculum is the careful and regular evaluation of planning in all subjects, which links closely with whole school evaluation of pupils' work. This gives teachers a secure understanding of what is happening in other classes and other years and ensures that teachers develop pupils' experiences and knowledge progressively.

24. Overall, the quality and range of learning opportunities for children in the Foundation Stage are good. The planning for children in the Nursery and Reception is detailed and, although it differs in approach, takes full account of the nationally recommended early learning goals. Each Nursery session is based on a sequence of 'Plan, Do and Review' activities that encourages children to be

actively involved in finding out for themselves and sharing their discoveries with others. In the Reception classes, planning is linked well to appropriate themes, such as 'Animals' and 'Toys'. A strong emphasis is placed on providing first-hand experiences of quality in both the Nursery and Reception, and on helping the children to acquire language skills. Children with special educational needs and those who have English as an additional language are well provided for and supported, particularly in the development of their communication skills.

25. In the Reception classes, reading, writing and mathematics are sufficiently well structured to develop the children's skills and there is a suitable range of activities that encourage children to write in a variety of role-play situations. Planning for play activities indoors and outdoors is detailed and clearly establishes the principles and purpose behind the opportunities provided. The development of children's knowledge and understanding of the world is well planned. There is very good provision for personal, social and emotional development. This is a strength of the Foundation Stage, which prepares children well for their education in Key Stage 1. The Nursery and Reception classes together form a coherent department and operate effectively as an Early Years unit.

26. Curricular provision for pupils with special educational needs is very good. Work is well planned and adapted to meet pupils' needs and to ensure their full and equal access to the curriculum. Pupils' individual education plans are clear in layout, focus on specific learning goals for pupils and include strategies to meet them. They provide teachers and support assistants with very useful guidance. Some pupils are withdrawn from lessons for intensive support. This is effective because it allows them to have good quality individual or small group teaching, but does not compromise their access to the full curriculum.

27. Curricular provision for pupils who speak English as an additional language is good. Teachers and support assistants know their pupils well and plan carefully to meet their individual needs. The effective evaluation, which is part of the whole school curriculum, and the adaptation which takes place as a result, enables these pupils to achieve well alongside their peers and to have full access to a broad and balanced curriculum.

28. The school does not provide any additional after school or lunchtime clubs or activities as part of its curricular provision. There are, however, opportunities for pupils to pay for activities through the school's links with outside organisations who use the premises after school hours. The school provides a good range of other activities to enhance the curriculum, such as a variety of visits and visitors. It makes good use of opportunities such as the Science Bus from Kingston University, which supports older pupils' work on electricity, and organisations such as Gripping Yarns tell stories to pupils which focus on issues associated with bullying. A puppet company shows pupils how puppets can be used as part of their preparation for making puppets in design and technology. Pupils take part in whole school musical productions, which they perform to parents and members of the local community. When the school identifies pupils who have specific talents, teachers plan appropriate extension activities and some pupils are given the opportunity to attend events such as science days in other schools, specifically for more able and talented pupils. The school makes good use of the opportunities in the local area to enhance pupils' learning.

29. Good provision for pupils' personal, social and health education is having a good effect on the pupils' personal and social development. A detailed programme covers all aspects, including citizenship. While some aspects are covered in specific lessons such as 'circle time', most are incorporated in subjects across the curriculum. The coverage of these elements is regularly monitored by the curriculum co-ordinator.

30. The school makes good use of the local area to enhance pupils' learning in subjects such as history, geography, science and mathematics. During the week of the inspection, Year 1 pupils made



observations on local traffic and traffic signals near the school. Older pupils visit Guildford Museum when they observe how their area and their own lives have changed over the years. There are effective links with local churches and their representatives, which have a very positive impact on pupils' learning in religious education. Members of local organisations, such as the Fire Service and the police, visit the school to talk about aspects of safety, and parents and members of the local community are regular supporters of school activities.

31. There are good links with pre-school institutions and the main junior school to which pupils transfer when they leave. The links with the providers of pre-school education in the area are very good and the school is active in sharing its own good practice. There are regular visits by staff and pupils to the junior school, which helps pupils to make a smooth transfer to the next phase of their education.

32. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The previous inspection reported that provision for moral and social education was satisfactory and that for spiritual and cultural was unsatisfactory. There has therefore been a good overall improvement.

33. Provision for spiritual development is satisfactory because it enables pupils to gain some insight into values and beliefs. Collective worship and religious education form the basis upon which much of pupils' spiritual education is developed. However, specific planning across the whole curriculum for a non-religious dimension of spiritual education is less well developed. Spiritual content in the curriculum is often incidental, but none the less valuable. Collective worship makes a sound contribution to pupils' spiritual development because it focuses on appropriate themes that are well presented to pupils. For example, an act of worship that linked a story about caring for owl babies with Jesus' parable of the lost sheep was well received by pupils. The statutory requirements for worship are met.

34. Provision for pupils' moral development is good. A strong and positive moral ethos is promoted by all staff and is often the focus in collective worship. In addition, issues that arise from within or outside the school are used to explore moral attitudes and appropriate responses. There is a strong emphasis on self-discipline within a framework of appropriate school rules. For example, pupils are often involved in discussing and agreeing the behaviour that is expected of them. Personal and social education provides valuable experience in helping pupils to know what is right and what is wrong. Parents expressed very positive views about how the school helps their children to become mature and responsible.

35. The school makes good provision for the social development of its pupils. Courtesy and respect are actively encouraged and there is a significant emphasis on the development of pupils' social skills. All adults who work in the school provide good role models for pupils. They demonstrate respect and courtesy, balanced by firmness in their dealings with them. This is particularly apparent in the way learning support assistants work with pupils who have special educational needs. Pupils work well together in lessons. They 'take turns,' share resources and are respectful of views expressed by others. They are made aware of the wider world through visits that they make and from visitors who come to enhance their learning in a range of subjects. They develop good awareness of the needs of others when they raise funds for charities. Overall, the school places considerable emphasis on the promotion of good relationships, concern for others and living in a community.

36. The provision for pupils' cultural development is satisfactory. They have made visits, as described elsewhere in this report, to enhance their learning in a range of subjects. These activities have all made a satisfactory contribution to their general education and experience of the world. The school is beginning to use the Internet to expand its pupils' awareness of the variety of cultural practices, traditions and beliefs within society. Religious education, collective worship and visitors provide a satisfactory range of experiences for pupils to appreciate cultural diversity and associated

values. However, visible expression, by way of display, to consolidate pupils' understanding of cultural diversity is not well developed.

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

37. Arrangements for the care, security and safety of pupils are good. This is an improvement since the previous inspection. All members of the staff show concern for the wellbeing of the pupils. The information kept on each pupil is detailed and comprehensive, and members of staff know pupils and their medical and personal needs very well. The school is supported well by health professionals and other agencies.

38. The school identifies and deals well with any hazards found on site, and health and safety inspections are regularly undertaken. The school's health and safety policy is detailed and is to be updated by the governing body to embrace fully the changes made in the school premises and organisation. The governors and staff take their responsibilities in this area seriously and governors have recently undertaken health and safety training. Risk assessments have been undertaken and a full fire risk assessment made. Detailed assessments are undertaken of all school trips in accordance with local authority guidelines.

39. Members of staff are trained to administer first aid and provide good cover for the school's activities on and off site. The school's procedures for the care and treatment of pupils are good, despite the lack of a first aid room. Thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries.

40. The school's arrangements for child protection are very good, which is a significant improvement since the last inspection, when they were unsatisfactory. The policy and procedures follow the guidelines of the local committee for the protection of children. A member of staff, designated as the person responsible for child protection, has been trained in child protection and has been instrumental in producing the school's policy and in training members of staff. She is well aware of her role and responsibilities and is supported by the headteacher. The school monitors pupils very well, especially if there is any concern about their welfare. In line with local authority guidance, checks are undertaken on new staff and helpers.

41. The school's ethos, the good quality of teaching and the use of positive behaviour strategies support the good behaviour seen in school. Members of staff use appropriate rewards or sanctions. Assemblies, class activities and 'circle time' are used well to reinforce good behaviour. The school is very good at monitoring and eliminating oppressive behaviour, and parents and carers confirm that their children feel safe in school. Parents confirm that pupils behave very well and there are few incidents of bullying or racism and that the school deals with any issues speedily and sensitively.

42. The monitoring of attendance and punctuality is good. Members of staff regularly monitor pupils' attendance and punctuality. Unexplained absences are followed up promptly. Attendance registers comply fully with all requirements. Data are transferred into a spreadsheet system for analysis. The school liaises well with the education welfare service in maintaining and improving attendance levels.

43. Procedures for assessing pupils' attainment and their academic progress are satisfactory. Good assessment and record keeping procedures are in place in mathematics and science. In English they are satisfactory. While there is some good practice in writing, this are not yet incorporated consistently in all teachers' planning. The procedures are used well in mathematics and science, and the monitoring and tracking systems have a positive effect on pupils' achievement. Careful analysis of the end of unit assessments made by teachers and annual assessments in English and mathematics has led the school to identify groups of pupils who might benefit from additional support in these subjects.

44. Assessment procedures for all other subjects are satisfactory. They are carefully based on the assessment system of the national curricular guidelines and are linked to teachers' weekly planning. During the last academic year, the assessment co-ordinator has worked hard to define and make all procedures manageable and integrate assessment within the curricular plans.

45. The results of national tests are analysed by staff to measure the school's performance. The use of targets for pupils to work towards is developing well in mathematics and individual targets are being set for pupils in English, although they are not fully established yet. Where they are established, pupils understand what they have to do to improve. The rigorous use of assessment to inform planning is not yet in place. The tracking system for English and mathematics, introduced by the assessment co-ordinator, is designed to show the levels achieved by pupils at the end of the year. Although these enable individual teachers to track pupils' all round progress they are not yet used sufficiently well to plan for the next stage of pupils' learning in individual subjects. This system is new to the school and has yet to become fully effective.

46. The procedures for monitoring and supporting pupils' personal development are good. For children in the Foundation Stage there is a formalised record system in place and for children in Years 1 and 2, the process is reliant upon each member of staff having their own informal recording systems. The teachers and support staff have good knowledge of pupils' particular needs and they are working well in class to improve pupils' personal development.

47. There is a good emphasis upon the identification of pupils with special educational needs and therefore concerns are recorded as they arise and parents are informed. Where pupils have individual education plans, these are reviewed regularly and new targets are carefully set. This means that very good use is made of tracking and recording pupils' progress to ensure that the next steps in learning are appropriate. The school makes effective use of agencies such as the Psychological Service, Learning and Language Support Service and Speech Therapy to help with the assessment of pupils' needs.

48. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in both the Nursery and Reception classes. They form very good relationships with their teachers and support assistants and will quite happily talk to visitors about their work. Assessment procedures are good and include on-going observations for each area of learning carried out by the class teachers and assistants. The Nursery teacher has already introduced the nationally recommended profile record system and is using this to track the progress of individual children during their time in the Nursery. This in turn means that by the end of the year the teacher will be sufficiently well informed to make an accurate assessment of each child's attainment. In the Reception classes, procedures are well established and documented. Consequently, both class teachers have a clear overview of the curriculum and recognise the purpose and potential for each activity.

49. The headteacher maintains an appropriate overview of provision and the progress of pupils who have English as an additional language. Although there is currently no involvement of outside organisations, the school has benefited from their support in the past and makes good use of their systems and procedures. As a result the pupils' language development is carefully monitored against recognised stages of language acquisition. Teachers' evaluation of their planning and its impact on pupils' learning ensures that there is a regular review of pupils' skills and understanding. Good value and recognition are placed on pupils' home cultures and this helps to promote self esteem and confidence

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

50. Parents' views of the school are very good; the school has built strong links with them and has worked hard to keep parents well informed about the changes in local provision and the school

buildings. The school provides very good information for parents and their involvement in the work of the school makes a significant contribution to pupils' learning, both at home and at school. In their responses to the pre-inspection questionnaire, parents were generally very positive about the school and reflected the strong partnership the school has created. Several parents wrote very complimentary comments about the school.

51. Parents are welcomed into the school to help; during the inspection there were several parent helpers in lessons. They also attend assemblies, performances, open afternoons, progress meetings and parents' evenings. Parents are able to communicate with the school on a daily basis by seeing members of staff, or by arranging appointments. From Reception to Year 2, parents are invited to complete questionnaires and they regularly receive curricular information. They are provided with newsletters and day-to-day class and school information. Monthly after-school visits are organised for parents to see their children's work. They are also invited to attend meetings to discuss and influence the school's development planning. Attendance at the governing body annual parents' meeting is good. Pupils' annual progress reports are detailed and demonstrate that the teachers know the pupils very well. However, they do not consistently include information on what the children are able to do and what they need to do to improve their work and make further progress.

52. Induction procedures for children are very good. The Nursery has established an effective 'settling in' policy that gives all children a secure and enjoyable start to school. Home visits are well organised and ensure the transition from home to the Nursery is a happy one. Links with the local pre-school play groups are very good with two of the Foundation Stage teachers acting as leading teachers, providing support and training for the practitioners. The information provided for parents by the Nursery is very good. A notice board displays information about the Nursery routine and a booklet is provided for parents that contains very useful information about the provision. There is a particularly effective system which involves parents at the beginning of each session when children arrive at the Nursery. Together with the adult who has brought them to school, the child chooses two or three activities, which they would like to do. These are then written down on the child's individual planning sheet.

53. Parents of pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language, feel that they are well informed about their children's progress and feel welcomed and involved in the school. When appropriate, parents are invited to reviews of pupils' individual education plans or statements and their views are sought. The school ensures that parents can contact the Parent Partnership Service if they wish. The co-ordinator is readily available to discuss parents' concerns. There are good informal mechanisms for ensuring the school maintains contact with the parents of pupils who speak English as an additional language. Some parents have visited the school to talk about and share some of the traditions and celebrations of their own culture. When it is required, the school ensures that there are appropriate bilingual resources and support.

54. The parents' contribution to pupils' learning at school and at home is very good. Reading books are regularly taken home, and parents support pupils in completing mathematics tasks. Pupils' reading diaries show that parents and carers regularly hear their children read and make appropriate comments in the diaries. Parents support curricular activities, assist on school trips and organise fund-raising and social events, through the school's Friends Association. This active organisation has raised substantial funds for the school.

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

55. The leadership and management of the school are good and have improved since the previous inspection. The headteacher provides clear direction for the school and has led it well through a period

of significant uncertainty and disruption. She receives good support from the senior management team, who make an effective contribution to both the day-to-day running of the school and its longer term strategic management. The whole staff team works with commitment and dedication to provide a good quality of education for the pupils. Many parents have expressed their gratitude for the way teachers have maintained standards during the major building and refurbishment programme, which at one time involved three classes being taught in the hall. The school's aims are strongly reflected in its very positive and encouraging ethos. The key issues from the previous inspection have been addressed thoroughly and effectively. The school is well placed to continue to improve and has a good capacity to succeed.

56. There is effective delegation of responsibilities within the school. Members of the senior management team have responsibility for the curriculum, special educational needs, assessment, training and staff development. They provide models of good practice for the rest of the staff as subject co-ordinators and, between them, have led development in English, mathematics and science. The role of most other subject co-ordinators is developing soundly. They regularly sample pupils' work in their subjects and share their findings and observations with the whole staff. Other than in English, mathematics, science and religious education there have been few opportunities for subject leaders to observe teaching in their subjects as these have not recently been priorities for improvement.

57. The provision for special educational needs is very good and is well managed by the co-ordinator. She not only manages provision, but also teaches pupils and this has a significant influence on the status of special educational needs within the school. However, insufficient use is made of information and communication technology in the management of this aspect and this makes administration time-consuming. Learning support assistants are very well trained and have good direction from the co-ordinator to help them fulfil their role. Liaison between teachers, assistants and the co-ordinator is very effective and makes a clear contribution to the very good progress of pupils. All statutory requirements for special educational needs are met, but there are some minor omissions in the governors' Annual Report to parents of which the school is aware.

58. There are appropriate systems and procedures in place for managing the provision made for pupils who speak English as an additional language. The headteacher and staff liaise effectively to provide the support needed by pupils in acquiring another language. The headteacher monitors the provision carefully and checks the progress made by individual pupils.

59. The management of the provision for children in the Foundation Stage is very good. It is the responsibility of the Nursery teacher, who has a very secure knowledge and understanding of the needs of young children. The Nursery is well staffed with a full time teacher, a nursery nurse and nursery assistant, all of whom have a very good understanding of how young children learn. Teachers and children in the two Reception classes also receive very effective support from the two full-time teaching assistants. The school has a new integral Nursery unit that is spacious, attractive and very well resourced. The outdoor play area adjacent to the Nursery provides a secure, well-equipped area that effectively meets the needs of the young children's physical and creative development. Children in the Reception classes have shared access to their own outdoor facilities.

60. The school has a clear commitment to provide equality of opportunity for all its pupils. There is regular analysis of their progress and attainment, but insufficient formal assessment of how well pupils from minority ethnic groups perform. A range of policies designed to ensure equal access to all educational opportunities has been produced and is regularly monitored. However, some are still in draft form and need ratification by the governing body. Formal policies to meet the needs of gifted or talented pupils or those with English as an additional language are yet to be produced. A plan to ensure appropriate access for pupils with disabilities is being developed in consultation with the Local Education Authority.

61. The governors fulfil their statutory duties well and play an effective part in shaping the future direction of the school. They have a good awareness of the school's strengths and weaknesses and work closely with the headteacher and staff to identify priorities for improvement and monitor the implementation and effects of new strategies. Governors are confident to ask challenging questions, in order to fulfil their role as a critical friend. For example, they discuss the school's targets and check whether it is on track to achieve them, asking for explanations of any variations. Governors' committees have clear terms of reference and fulfil their roles effectively. For example, the curriculum committee holds wide ranging discussions about a variety of issues and receives presentations from subject co-ordinators. Having supported the school well through its recent upheaval and re-organisation, governors are now working with staff to put together a four-year strategic plan for the school's development. They are very much aware that the school's continuing viability depends on sustaining its roll at the current level or higher, and, to this end, have drafted a two-year marketing plan to explore ways to raise the school's profile in the local community.

62. There are effective systems for monitoring the quality of teaching and learning, the curriculum and standards. The headteacher and senior management team observe lessons regularly. They also check pupils' work and teachers' planning in order to gain a good overview of standards and the quality of provision. There is a clear schedule for monitoring and evaluation; that for the current school year includes release time for co-ordinators in English, mathematics, religious education and the Foundation Stage. Lesson observations are focused on particular aspects of teaching. For example, the co-ordinator for religious education focused on teachers' knowledge and understanding and questioned a sample of pupils to assess their understanding of what they had been taught. Staff and governors work closely together to evaluate the school's performance and to identify key priorities for improvement. For example, detailed analysis of the results of national tests has led to a specific focus on improving pupils' reading and writing skills. The school development plan identifies clearly what needs to be done to raise standards and bring about improvement in the school's provision. For example, the mathematics action plan focuses on improving pupils' problem solving skills. The lessons observed and pupils' books show that this is being addressed very well.

63. The school's procedures for appraisal and performance management are good and contribute well to its effective management. The headteacher's and teachers' objectives are firmly linked to the targets that are set for individual pupils and for the whole school. For example, all teachers have a measurable target to improve standards in writing in the current school year. There are also good procedures for the management and appraisal of teaching assistants and other support staff, which means that all staff feel valued and supported. Appraisal procedures help to identify appropriate priorities and opportunities for continuing professional development. Consequently, staff training is well planned and directed towards areas for improvement. Induction procedures for new staff are supportive and help them to settle quickly into the school.

64. The school uses its resources efficiently to support learning. Financial management and administration are good. The headteacher, administrative officer and finance committee monitor expenditure carefully and review it to ensure that the school is achieving good value for money. The

principles of best value are implemented well. For example, the school evaluates its own performance in comparison with other schools and consults both parents and pupils about their views through questionnaires and discussions. A particularly good initiative is the annual school development plan evening when, staff, governors, parents and representatives of the local community and partner institutions discuss and help to formulate a plan for the future direction of the school. Staff and governors evaluate the effectiveness of spending by reviewing its impact on standards and the curriculum.

65. The previous inspection found that, although financial planning was detailed, there was insufficient emphasis on long-term strategic planning, particularly in relation to future projections of the number of pupils entering the school. The school's recent re-organisation and reduction in numbers has focused attention very sharply on this aspect of financial planning, with the result that governors and senior staff place significant emphasis on long-term strategic planning. This has led to the formation of a marketing committee, whose main aim is to ensure the school's continuing financial viability. Having recovered from two years of managing a deficit budget, the school now has a moderate surplus, which is planned to cover some of the shortfall in its income when it reduces in size to six classes plus the Nursery in September 2003. The larger than average budget surplus in 2002 included funds that were held over to pay for outstanding building work.

66. The number of teachers and assistants is well matched to the needs of the curriculum and provides good support for pupils at all levels of attainment. All teachers are suitably experienced in the age group they are teaching. Teachers and assistants work very well together as a team to ensure that all pupils have sufficient attention and help during lessons. The good arrangements for the management and training of all staff have contributed significantly to the school's recognition as an Investor in People.

67. The school's accommodation is very good. It has undergone a £1million rebuilding and refurbishment programme during the past 18 months and now offers a very pleasant working environment for staff and children. The premises are very clean and well maintained by the hardworking caretaker and cleaning staff, and this contributes greatly to the school's welcoming ethos. Classrooms and shared areas are bright and attractively decorated. They are enhanced by colourful displays which celebrate pupils' achievements and support their learning. The newly installed information centre provides twelve computers, an interactive whiteboard and a non-fiction library. This is a major improvement since the previous inspection. Pupils also benefit from a custom-built food technology room and a room for small group work. The grounds are extensive and are being developed imaginatively to enhance the curriculum and playtimes. The Parents' Association is currently raising funds for further improvements, including a sensory garden. The development of the grounds as a more effective 'outdoor classroom' is a priority in the school development plan.

68. The school is well resourced as a result of well planned budgeting. Resources are good in most subjects, and these are used well to make learning interesting for pupils. Although pupils benefit from a recently installed suite of computers, the ratio of computers to pupils is still below that recommended nationally and this sometimes causes difficulties in lessons when a whole class is working together in the suite.

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

69. In order to improve the quality of education for the pupils and raise standards further, the governors, headteacher and staff should:

### **Continue to implement strategies to raise standards in English by:**

- providing a more structured approach to developing pupils' speaking and listening skills, including opportunities to talk about the books they are reading;
- fully implementing the new phonics programme to help pupils use their knowledge of phonics more effectively in their reading and written work;
- improving the accuracy with which pupils write, the legibility of their handwriting and the general presentation of their work;
- ensuring that the good systems being introduced for the assessment of pupils' writing skills are fully implemented and also include reading and speaking and listening skills.

(Paragraphs 3, 15, 17, 22, 43, 45, 92-97, 101-103, 112, 124, 127)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

1. Reviewing and improving the provision of extracurricular activities for the pupils.

(Paragraphs 28, 141, 145)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

42

Number of discussions with staff, governors, other adults and pupils

29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	23	8	0	0	0
Percentage	0	26	55	19	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	180
Number of full-time pupils known to be eligible for free school meals	n/a	26

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	45

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year

Year	Boys	Girls	Total
2002	34	41	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	33	32
	Girls	40	39	41
	Total	71	72	73
Percentage of pupils at NC level 2 or above	School	95 (82)	96 (82)	97 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	32	32
	Girls	39	41	39
	Total	72	73	71
Percentage of pupils at NC level 2 or above	School	96 (82)	97 (88)	95 (86)
	National	85 (85)	89 (89)	89 (89)

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

*Ethnic background of pupils***Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	103	1	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	8	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

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

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	19
Average class size	26

**Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	224

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	68
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
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	£
Total income	548846
Total expenditure	509463
Expenditure per pupil	2359
Balance brought forward from previous year	12382
Balance carried forward to next year	39617

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	232
Number of questionnaires returned	82

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	1	0	0
My child is making good progress in school.	64	31	5	0	0
Behaviour in the school is good.	45	54	0	0	1
My child gets the right amount of work to do at home.	42	42	8	4	4
The teaching is good.	74	23	0	0	2
I am kept well informed about how my child is getting on.	56	36	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	18	0	1	0
The school expects my child to work hard and achieve his or her best.	64	31	4	0	1
The school works closely with parents.	50	43	5	0	2
The school is well led and managed.	65	27	1	4	4
The school is helping my child become mature and responsible.	56	38	2	1	2
The school provides an interesting range of activities outside lessons.	26	48	12	1	12

Many parents wrote in praise of the staff, to commend their dedication and commitment, especially during the upheavals of the past two years. They expressed their gratitude for the way the school had minimised the disruption for their children.

## **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**

70. In the last inspection, the provision for children in the Foundation Stage was considered to be good. The school has continued to improve it further and it is now very good. The very good learning opportunities in the Nursery provide children with a very good start to their education. This is a significant strength of the school. The very good teaching in the Nursery is extremely successful in promoting each child's learning. A significant number of children join the Nursery with poorly developed skills in speaking and listening and have limited knowledge of mathematics. Many find it difficult to mix socially and to take turns and share. Despite this, children achieve well in the Nursery and Reception classes and they successfully learn a wide range of skills. The quality of teaching and learning in the Reception classes is good and helps all children to broaden and consolidate their knowledge in all areas of learning. By the end of the Foundation Stage, the majority of children are on course to meet the early learning goals in their personal, social and emotional development, mathematical development, creative and physical development and in their knowledge and understanding of the world. However, many children do not meet all of the early learning goals in communication, language and literacy.

71. Children enter the Nursery for morning or afternoon sessions in the autumn and spring term after their third birthday. The very good ethos and sensitive support provided by the Nursery staff successfully develop all children's self-esteem and sense of worth. From their first days in the Nursery, children are skilfully assessed and targeted for focused support if there is any risk of them falling behind their peers. Most children transfer to the Reception classes to start full-time attendance in the autumn term before their fifth birthday. The Nursery environment and two Reception classes are very well organised and children have easy access to a wide range of resources to support their learning.

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

72. Many children enter the Nursery class with immature skills in personal and social development. By the time they leave the Reception classes, they are achieving the early learning goals in this area. This shows very good achievement and reflects the very skilful teaching, where children are constantly encouraged to feel confident about what they can achieve. The very good admission procedures ensure that plenty of time is given to parents and their children. Consequently the children settle quickly into their new surroundings and soon begin to explore the variety of activities on offer. Children are given very good opportunities to play and work together and adult support is provided when needed, to encourage them to take turns, share and show consideration for others.

73. In the Nursery and Reception classes, children show interest in the experiences provided for them and become increasingly independent in making choices and initiating ideas for activities. For example, when entering the Nursery at the beginning of each session the children immediately choose their first activity together with the adult who has brought them. With the very good opportunities provided and positive approach by all adults, the children grow in confidence and quickly learn to link up with others while at play. They are very aware of the routines in the Nursery and willingly leap into action to help tidy up at the end of a session. The Nursery is totally inclusive with all children having equal access to the opportunities provided. In the Reception classes children show great enthusiasm for learning and display high levels of involvement when working or playing together in small groups. Throughout the Foundation Stage, adults take prompt action to address any unacceptable behaviour. As a result, children's behaviour is good and even those who were quite anti-social at first soon develop an awareness of the consequences of their actions. By the time the children leave the

Reception classes they have a clear sense of right and wrong. They settle quickly to the more structured activities, such as literacy and numeracy and show ability to concentrate for appropriate periods of time. The children are enthusiastic about their learning both in the Nursery and Reception classes. Most children attend to their personal hygiene appropriately and dress and undress themselves independently when getting ready for physical education lessons.

74. The teacher has created a very secure environment in which children are valued as individuals. In addition, to this there are many moments for fun provided by the staff, which strengthen the developing bond within the Nursery. All adults working with the children in the Foundation Stage provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. All teachers promote children's personal independence effectively. For instance, in the Nursery the 'Plan, Do, Review' pattern of each session effectively encourages all children to be actively involved in finding out and sharing their discoveries with others. The well-planned activities provide very good opportunities for the children to choose whether to work alone, in small groups or to work with an adult. The Reception teachers ensure that the children know what is expected of them and that there is sufficient time for them to initiate their own ideas through play. There is a very good range of resources to support this aspect of their learning.

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

75. On entry to the Nursery, a significant number of children show delayed development in their speech and language. Many children use familiar words in isolation to identify what they do and do not want. A high priority is given to promoting language skills in the Nursery and very good teaching ensures children make good progress. By the time they move to the Reception classes, where teaching is good, most sustain attentive listening, respond with relevant comments and use language appropriately to recreate roles and experiences. Teachers provide many very good opportunities for children to communicate with each other and adults. As a result the children become more confident in their use of a growing vocabulary. The very good teaching in the Nursery ensures all adults ask questions sensitively and they give thoughtful responses to promote children's confidence.

76. All adults in the Foundation Stage show children that they value their efforts at communicating. In the Nursery, activities are carefully planned which encourage children to give verbal responses to questions and also to extend their vocabulary. The Nursery environment is enriched by the signs and labels which reflect the importance staff put on the development of children's language. Dressing up clothes and role-play areas are used extremely well to stimulate communication between children. Adults join in role-play activities to extend children's ideas and to develop their language. Children join these activities with great pleasure and enthusiasm. For example, they re-enact the roles of 'Goldilocks and the Three Bears' and builders on a construction site with a sustained level of interest and involvement. All children benefit from skilful individual support and lots of encouragement. Teachers in the Reception classes, provide good opportunities for children to develop their speaking and listening skills. For example, during a circle time, when children had the opportunity to share their thoughts of why their Mum was special, the children were expected to listen carefully to one another, take turns and include relevant detail when offering their thoughts.

77. Children make a good start to reading in the Nursery. They enjoy listening to stories and, through sharing books with adults, soon recognise that pictures carry meaning. They enjoy listening to stories and become more confident in talking about the pictures. For example, while listening to the story of *Goldilocks and the Three Bears*, one child made the comment about baby bear, 'He will be very sad when he looks at his bed'. However, for a number of children in the Nursery their talk is more limited. Children learn to recognise their own name and they are encouraged to read it at every opportunity. In the Reception classes, most children know that information can be relayed in the form

of print and understand the concept of a word. The higher attainers read a range of familiar words in simple text independently. Many children however, are still 'pretend' reading pictures in their books.

78. In the Nursery and two Reception classes, children have many opportunities to experiment with writing and to express themselves by mark-making. For example, children in the Reception classes, keep a list of patients waiting to see the vet with their sick animals. Children in the Reception classes confidently 'have a go' at writing independently. For example, a more able child wrote, 'the mas (mouse) sqet (squeaked) cos she was hit by Cindrela'. Most children however are at an earlier stage of ascribing meanings to the marks they make when writing independently. They 'write' for a variety of purposes, for example letters, messages and labelling parts of a plant.

79. All classrooms are thoughtfully planned to promote the importance of language. Books are displayed well and the children are encouraged to enjoy them and use the stories they hear in their play. Elements of the literacy framework are introduced gradually in the Reception classes, and used well by teachers to meet the needs of the children. A good understanding of letter sounds is developed through the use of a commercially produced phonics scheme. Consequently, the older children can hear and say the initial sounds in words when matching words in games and puzzles and are able to use this knowledge to help them read. Supplies of paper, pencils and crayons are readily available for children to use and they happily 'have a go' at writing and most can write their own name. However, by the end of the Reception year only the higher attaining children use their knowledge of letter sounds to attempt writing more complex words.

### **Mathematical development**

80. Children's mathematical abilities are very varied when they start in the Nursery and many have difficulties with number. However, the very good teaching and provision in the Nursery and Reception classes successfully promote children's mathematical development and most children are course to achieve the early learning goals by the end of the Foundation Stage. In the Nursery, very good use is made of a wide variety of activities to consolidate and extend mathematical skills. The children are provided with a wide range of practical experiences, such as building towers with bricks, putting the correct number of candles onto a numbered cake, sorting activities and number games. Every opportunity is taken to introduce children to mathematical language. For example, a label by the sand play area asks children, 'Can the car go under the bridge, over the bridge and through the tunnel?'

81. Teachers in the Reception classes build on these learning experiences and use other imaginative ideas to enhance mathematical development. For instance, a tallying exercise is extended to the outdoor play area where children are expected to use a tally sheet to record the animal pictures that are placed around. In this way, children not only learn to count but use tallying as a means of recording. Most children make very good progress in their number recognition and many can count out loud and recite numbers beyond 20. They recognise the numbers out of sequence and are confident to calculate and use language to compare numbers. Older children use a range of strategies for addition, such as rolling dice and adding two numbers together up to 10 and write the numbers involved as a sum. Most children recognise colours, are able to name a triangle, circle and square and can copy a simple repeating pattern of two colours. Their use and understanding of mathematical language such as 'more' and 'less' to compare two numbers, and the use of everyday words such as 'before' and 'after' to describe position, are as expected for their ages.

82. Mathematical development is promoted effectively through the use of games and songs both in the Nursery and Reception classes. The very good teaching in the Nursery ensures that the children develop their mathematical ideas through well-planned play situations. The more formal activities for mathematics are introduced carefully to the children in the Reception classes through the framework



for teaching numeracy. The work is well planned and children are encouraged to develop their mathematical ideas through many practical experiences. Classrooms are used effectively to display numbers and give counting opportunities.

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

83. Children enter the Nursery with a basic level of general knowledge. The Nursery provides a very stimulating environment and staff ensure that children's natural curiosity and enthusiasm are enhanced by questions that promote learning. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them. Activities are well planned and organised to enable children to explore aspects of the environment and to relate the work to their own experiences. The outdoor environment of the Nursery is used very well to stimulate children's interest and many interesting activities provide a wealth of experiences for the children to satisfy their curiosity. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, the Nursery teacher provided a 'finding out' table with a variety of realistic models of mini-beasts and books for the children to explore. The nursery nurse and nursery assistant successfully used these to promote learning by questioning curious children. Fascinated, a number of very young children concentrated on the mini-beasts and books for quite some time and were encouraged to discuss what they saw. One child showed great interest in the pictures of spiders and was able to talk quite knowledgeably about the different types of spiders.

84. In the Reception classes, teachers build on these skills well, by providing opportunities for the children to observe tadpoles in the school pond, plant seeds and watch them grow and learn that plants need water and sun to grow. In the Nursery and Reception classes the children are provided with a wide range of opportunities that develop their understanding of the world in which they live. For example, they have had visits from a police officer, the lollipop lady, nurses and the fire brigade. During the week of the inspection, the children listened to a very informative talk given by students from Merrist Wood College who brought a diverse range of animals, such as giant land snails, hissing cockroaches, snakes, hedgehogs and geckos for them to examine. The children showed great interest and after listening carefully to the speaker, asked very relevant questions, 'Will a snail come out of the egg?' – 'How do eggs hatch?' – 'How old is the lizard?'- 'What country do they come from?' This not only promoted the children's understanding of living things, but also supported their knowledge of places around the world where the different animals live.

85. Good use is made of the school environment and visits to places within the vicinity of the school to introduce children to features in the place they work and those within their immediate locality. Outdoor activities allow children in the Nursery and Reception classes to use a wide range of equipment and engage in role-play that relates to everyday experiences. For example, children in the Nursery re-enact the role of builders on a construction site, while in the Reception classes, the children use a variety of resources to create forests and caves in the sand to re-create a dinosaur land. Children in the Reception classes develop an appropriate understanding of the past as they are introduced to the history of toys and teddy bears through looking at books and photographs. By looking at photographs of themselves as babies and school children they develop a suitable understanding of change over time.

86. A wide range of construction toys and materials is provided for the children to explore and use their skills to make models in the Nursery and Reception classes. Children in the Nursery show sound 'making' skills and, by the time they leave the Reception classes have developed a good sense of how things join together and make imaginative models of such things as robots. Their design skills develop well as they design and make their own seed packets. They have an increasing understanding of modern technology as they regularly use computers in the Nursery. In the Reception classes, children make good progress and demonstrate appropriately developed skills in using a computer. They

confidently use the mouse to select items they want and their work on display shows they have used a shape tool to make pictures and a word bank to write simple sentences. Children in the Nursery operate a remote car with increasing skill, while in the Reception classes they learn to control a floor programmable toy to make it go forwards and backwards.

87. Careful consideration is given to supporting children and deepening their knowledge of a suitable range of cultures and religions, through listening to different stories and by providing resources that reflect a variety of cultures. The celebration of special events and festivals, such as the Chinese New Year, the Hindu festival of Diwali and Christmas further raise their awareness. The quality of teaching and learning overall is good. A good range of planned activities, which always starts from what children know at the moment, enables them to expand their experience and knowledge of the world.

### **Physical development**

88. Children in the Nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop a greater awareness of space around them. The spacious outside area attached to the Nursery is very well resourced and provides children with a good range of equipment for them to practise physical skills such as running, riding tricycles and extending their skills through the opportunity to balance and climb while exploring an obstacle course. Children have free choice to join activities outside or in the class. By the end of the Reception year, children attain appropriate standards in relation to the early learning goals. They have their own designated outdoor play area, which is shared between the two classes and use the school hall for physical education lessons. Children have sufficient time outdoors to develop greater control in using the equipment, as when riding wheeled toys and learning to change direction as they cycle round a marked out track. They successfully negotiate a variety of resources by travelling over, under, through and around an obstacle course.

89. In the movement lessons observed, children in the Nursery moved freely with pleasure and confidence around the hall, while in the Reception class, the children moved in different ways and with increasing control by imitating the movements of different mini-beasts. By the end of the lesson they managed to capture movements such as wriggling as worms and hopping as grasshoppers. Staff successfully develop children's confidence and teach them to be independent when they change their clothes for a lesson. Good opportunities are provided for the children to develop finer manipulative skills in both the Nursery and Reception classes, for example, in putting together jigsaw pieces, using brushes for painting, cutting with scissors and gluing with spatulas. They are also provided with an appropriate range of malleable materials, such as play dough and clay. Consequently, by the end of the Reception year, the children demonstrate increasing dexterity and control in the use of scissors, construction sets and puzzles. Although most children show increasing dexterity and control in drawing, a significant number of children find the formation of letters more difficult. The quality of teaching is good overall, which supports children well in the development of their physical skills.

### **Creative development**

90. A good range of activities with well focused adult support and encouragement mean that children make good gains in learning and by the end of the Reception year are well on course to attain the early learning goals. The quality of teaching and learning is good and indoor and outdoor activities are well resourced and organised. Children start from a fairly basic level of skill when they enter the Nursery and achieve well through a wide range of experiences in art, music and imaginative play. The 'Three Bears' House' in the Nursery is very popular and gives very good opportunities for imaginative role-play. The children play alongside others who are engaged in the same theme and delight in acting out scenes such as trying out the three beds of different sizes and cooking the porridge for breakfast.

Adults enthusiastically join in role-play activities and help children to develop their ideas and gain confidence. Their creative play outdoors is well linked to the work they do indoors. The Nursery and Reception classes provide a stimulating environment for children to work in and this aspect of learning is very well supported by the sensitive intervention of all adults.

91. Many children enjoy playing with the 'small world' toys to act out their own stories and create interesting models using a wide range of construction equipment. In their artwork, children use paint imaginatively, print with different objects such as leaves and use a range of materials to create pictures. They learn to use crayons and pastels skilfully and the observational drawings of snowdrops and daffodils completed by children in the Reception classes show great care and attention to detail. Children in the Nursery learn a range of songs by heart and particularly enjoy participating in action songs. In a good music lesson observed in a Reception class, the children showed they were able to listen carefully and copy a simple repeated rhythm when clapping. In a movement lesson, the Reception children responded well to the music and demonstrated the ability to perform different actions as mini-beasts, such as fluttering as butterflies and slithering as snails.

## **ENGLISH**

92. Overall, standards in English are average in Year 2. Standards in speaking and listening are below average and standards in reading and writing are average. Pupils enter Year 1 with below average skills in all areas of English and they achieve well to reach average standards in reading and writing. In the current group of pupils in Year 2 there is a significant number of pupils on the school's register of special educational needs who have speech and language difficulties. With good support from their teachers and learning support assistants, all pupils who have special educational needs achieve well, and often very well, from their individual starting points. Pupils who speak English as an additional language benefit from the school's careful monitoring of their language acquisition and the school's supportive atmosphere. As a result they are able to achieve at the same rate as their peers.

93. Most pupils listen well in class to both their teacher and each other and enjoy taking part in whole class discussions. Pupils are confident in responding to questions and discuss their work together in groups sensibly and relevantly. A few pupils sometimes become restless and need reminders about paying good attention. This generally occurs when the pace of the lesson is slower. While pupils are interested and eager to offer their ideas and responses in class, a number of pupils do not speak clearly or audibly. Only a few higher attaining pupils answer at any length and most need supportive additional questioning to extend their ideas. There are some missed opportunities to encourage pupils to extend their answers in more detail. This was also identified as an area for improvement in the school's previous inspection. It is particularly evident when pupils are given opportunities to talk about the books they are reading.

94. Pupils have regular opportunities to read both individually and in groups, and, as a result, they develop well their confidence in handling books and their understanding of how books are organised. This is a good improvement since the last inspection when very few pupils understood how information books were organised. Parents and teachers make good use of the school's reading diary to make comments on aspects of pupils' progress with their reading. These diaries show that pupils read a good number of books and progress through the reading scheme appropriately and often well. While higher attaining and some average pupils know a good range of words on sight, pupils' use of their phonic knowledge to help them read unfamiliar or more complex vocabulary is less well developed. The school has already identified the need to improve pupils' use of phonics and has recently introduced a new programme in the Foundation Stage. This has not yet had an opportunity to reach Years 1 and 2.

95. Pupils of average ability are able to identify the different sound elements of a word but experience some difficulty in putting these elements together to form recognisable words. Some but not all of these pupils are able to talk about the books they are reading and retell the story simply in their own words. Higher attaining pupils are confident readers and a good number are approaching fluency when they read aloud. Only a few of these pupils are able to identify books they have enjoyed reading, in addition to the books they encounter at school. When pupils are given the opportunity to explore a range of books by the same author, they do so with enthusiasm. This was seen in a Year 2 lesson where pupils, in response to their teacher's questions, were able to talk with interest about the different characters in the stories they had been reading by Beatrix Potter. While most lower attaining pupils understand the relationship between sounds and words and can identify simple words in their books, their ability to apply their knowledge independently is more limited.

96. Pupils write for a good range of purposes across the different subjects of the curriculum and undertake a good range of narrative writing in literacy lessons. Higher attaining and some average pupils are writing at a good length for their age. In literacy lessons, pupils write their own versions of traditional tales and stories they have been reading in class; they write simple instructions, imaginative narratives, and poems about dragons, and they extract information from non-fiction texts. The school has identified the development of writing as a priority and has begun the process of developing pupils' skills at evaluating their own written work. However this good practice is still in the early stages of implementation and has not yet had time to be fully effective or consistently used by all pupils.

97. As part of its continuing strategies, the school has focused on developing the range of pupils' vocabulary, particularly in the use of descriptive language to make writing more interesting and vivid. This is having a positive effect on pupils' writing across the ability range. Higher attaining and some average pupils write with a lively energy, using interesting words to describe characters in their stories and their actions. Some more able pupils are beginning to use more complex sentence structures. Most pupils are aware of how meaning is communicated through sentences. Higher attaining pupils have a generally secure understanding of how and when to use full stops and capital letters in their writing, but the use of punctuation in the writing of some average and lower attaining pupils is often inaccurate. There is also some inconsistency in pupils' use of their knowledge of sounds and spelling patterns to help them in their writing. This is sometimes combined with weak letter formation and these two factors restrict the ability of some average and below average pupils to communicate meaning clearly. Some higher attaining pupils are developing a neat, carefully formed, joined style of writing but, while most pupils position their letters correctly, the size of letters is not always consistent and there is often an inappropriate mixture of upper and lower case letters. Standards of presentation are generally too low and expectations of how pupils organise their writing are not always consistently reinforced.

98. Throughout the school, standards of literacy are average. The development of pupils' literacy skills across the curriculum is good. In subjects such as mathematics and science there is an effective focus on developing the range of special vocabulary used in each subject. Pupils write at length in history about the Great Fire of London and in physical education when they write about why their bodies need exercise. Teachers plan carefully to provide pupils with an interesting variety of ways in which to record their ideas and to make the most effective use of pupils' literacy skills. Pupils make information books in science, write captions and speech bubbles in photographs of their work in religious education and history, make burnt paper frames for their work on Samuel Pepys' diary on the Great Fire of London and write about their friends on 'leaves' of the 'friendship tree' in their work in 'circle time'.

99. The quality of teaching is good overall. Good teaching was observed in both year groups and there was one very good lesson. There was no unsatisfactory teaching. This is an improvement since

the last inspection when the standard of teaching was judged to be satisfactory. There are very good relationships between all adults and pupils. Pupils of all abilities are included and involved well in all lesson activities. This develops pupils' confidence well and encourages them to be responsive in both whole class teaching and in group work. Teachers and assistants work effectively together to support pupils and to help them concentrate and pay good attention. This partnership is particularly effective in classes which have a significant number of pupils with identified emotional and behavioural difficulties. Teachers plan lessons carefully and in good detail and have good regard for the requirements of the National Literacy Strategy and the needs of their pupils.

100. Where teaching is very good, there is a productive pace and a very clear sense of challenge for pupils to extend their understanding and move their learning on to the next stage. This was seen in a Year 2 lesson where the teacher began the lesson with a purposeful, clear explanation of what she expected pupils to learn in the lesson. This was followed by a snappy, quick paced review of the target sounds for the week. The teacher's high expectations for productive listening and participation kept all pupils fully concentrating throughout the whole class session. As the lesson moved on to a review of the preparation for their writing, the teacher's very clear explanations and very useful strategies for developing accurate sentence formation helped pupils to carry out their own writing tasks purposefully. At the end of the lesson, there was a useful session to review what pupils had accomplished and to recognise their achievement. Pupils felt proud and pleased with their progress and showed they had made very good gains in their learning.

101. There are missed opportunities in some lessons to extend pupils' speaking and listening skills. While teachers use questions effectively to develop pupils' understanding, they are often satisfied with brief answers and do not always encourage pupils to develop the detail of their responses. In some lessons, teachers read pupils' work aloud to the class and miss the opportunity for pupils to read their own work with clarity and expression.

102. The school is developing an effective system for helping pupils to be aware of the most important features of good writing and to check their own work for these elements. However pupils are not yet very confident or consistent in its use and its impact on their learning is not fully evident. The analysis of pupils' written work completed over the year indicates that expectations for the quality of pupils' handwriting and presentation are not sufficiently consistent. Teachers mark pupils' work with praise and encouragement, but the use of marking to help pupils improve their work and to remind them of their targets is inconsistent.

103. The co-ordinator for the subject is committed and hard working. Although relatively new to the post, she has established clear priorities and introduced some useful initiatives in guided reading and in the encouragement of pupils to analyse their own and each other's written work. She is an effective practitioner and a good model in her own teaching. She has been involved productively in the analysis of national test results and in the establishment of strategies to address the priorities for literacy. She has monitored teaching and given good support to new colleagues, to trainee teachers and to learning support assistants in the school. The effective whole school systems for evaluating planning give her a good opportunity to have an overview of teachers' planning for literacy. Assessment in the subject is satisfactory. There are clear, useful whole school systems for assessing pupils' work in writing but these are still new and not yet fully implemented. Procedures for assessing reading and speaking and listening form part of teachers' ongoing assessments. Teachers use the National Curriculum level descriptions to chart pupils' progress in reading but these are not currently used to assess pupils' progress in speaking and listening.

104. The use of information and communication technology in the subject is generally satisfactory. For example, some pupils use word processing techniques to record and review their work. Resources for literacy are good. The school library has recently been completely refurbished and renewed.

There is a good number and range of good quality non-fiction books in the library which is well organised and accessible for pupils. However the systematic use of the library is not yet fully in place and not all pupils are familiar with how it is organised. The subject is appropriately enhanced by visits from puppet companies, and storytellers. The school regularly holds Book Fairs where parents are able to purchase books for their children. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils experience a variety of traditional tales and stories. They are encouraged to work productively together and to value and respect each other's contributions, and teachers often make productive links with their work in personal and social education.

## **MATHEMATICS**

105. Pupils in Year 2 attain above average standards in numeracy, and in the other areas of the mathematics curriculum. This represents very good improvement since the previous inspection, when standards were below average. Pupils make good progress and achieve well in mathematics. This is reflected in the school's consistently good performance in the national tests in Year 2. Pupils with special educational needs receive very good support in lessons and make very good progress. Most are on course to reach national expectations by the end of Year 2.

106. Year 2 pupils extend their problem solving skills well as they learn how to share a number of objects equally into groups. More able pupils solve increasingly complex division problems using existing knowledge, while less able pupils make effective use of practical apparatus to work out answers. Pupils have a good grasp of addition and subtraction and know many multiplication facts. They work confidently with hundreds, tens and units, and more able pupils use their knowledge of numbers to 1000 when making approximations. Pupils measure length, width and height accurately in centimetres and compare this method with measuring in handspans. They recognise and describe the properties of common two and three-dimensional shapes and have a good understanding of symmetry. When collecting data, about pupils' hair colour, for example, pupils construct simple graphs to show the information. More able pupils make graphs using symbols, where one symbol represents a set of units.

107. The quality of teaching and learning is consistently good, and sometimes very good. This is a significant improvement since the last inspection, when one lesson in five was unsatisfactory. This is because teachers' expectations are now much higher and teachers spend an appropriate amount of time on productive mathematics teaching. The National Numeracy Strategy has been implemented very well and there is very good teaching of mental strategies, which help pupils to think quickly and work out different ways of reaching an answer. Another notable improvement is the pace of lessons, which was judged to be too slow in the previous inspection and is now a strong feature of the teaching. This is clearly evident in the pupils' work books, which show that they have covered a considerable range and amount of work during the school year to date. Their work also shows that teachers plan activities very well to match the capabilities of different groups of pupils within each class, ensuring that they are demanding and also that they build effectively on previous learning.

108. Teachers ensure that pupils cover all aspects of the mathematics curriculum in sufficient depth and achieve a good balance between teaching mental strategies and pen and paper methods. This ensures that pupils learn to work things out for themselves in a variety of ways, which prepares them very well for more demanding work when they move on to junior school. The teaching of mathematical vocabulary is very good. Pupils quickly learn to understand terms such as 'total', 'minus', 'subtract' and 'multiple' and use these as a matter of course in their work. The marking of pupils' work is constructive and helpful and shows them what they need to do to improve. Homework is used well to consolidate learning. Throughout the school, pupils and teachers enjoy mathematics lessons and this positive attitude towards the subject is a key factor in the success of the teaching. As

a result, pupils apply considerable effort to all their work and show good levels of interest, concentration and independence.

109. A very good lesson in Year 2 illustrated the best features of teaching in the subject. The brisk mental warm-up activity was challenging and involved all pupils well at their own level. Questions such as “Find two numbers with a difference of two” and “Give me a multiple of five which is an odd number less than 50” were aimed at different groups of pupils who responded with enthusiasm and were quick to offer answers. During this session, a group of lower attaining pupils worked with a teaching assistant who helped them to use cubes to work out simple ‘sharing’ problems. This was a very good use of the assistant’s skills which helped those pupils to gain more confidence in using the knowledge acquired earlier in the week. The teacher was clearly building on pupils’ previous learning when she made very effective use of some charts they had produced earlier in the year to show arrays of sweets and how they were shared into equal groups. The lesson continued to move at a fast pace as pupils worked out written division problems by using practical apparatus and visual aids or simply by working them out in their head. A very skilful whole class session at the end of the lesson led pupils to discover that multiplication and division are inverse operations. The buzz of excitement as this gradually dawned on the pupils ended the lesson on a high note.

110. Numeracy skills are applied well across the curriculum. For example, Year 1 pupils make models of robots and dinosaurs from cuboids and cylinders. Year 2 pupils collect information about the number of cars in the school car park and present it in the form of a graph. Pupils make effective use of information and communication technology to create simple bar charts and tally charts.

111. Mathematics is very well led and managed by an enthusiastic co-ordinator, who has a very good overview of standards throughout the school. There has been a consistently strong focus on improving standards and the quality of teaching and learning since the previous inspection, which has involved rigorous monitoring by the co-ordinator. She samples pupils’ work and observes teaching in each class termly. Analysis of the national test results at the end of Year 2 provides useful information to improve teaching in specific aspects. Assessment procedures are good and assessment information is used well to plan the next stages in learning for groups of pupils. The subject is well resourced, both in terms of mathematical equipment and teaching assistants to support pupils in lessons. This ensures that all have equal opportunity to do well and make good progress in their learning.

## **SCIENCE**

112. Pupils in Year 2 attain above average standards in science. This represents a significant improvement since the school’s previous inspection when it was judged that pupils’ attainment was ‘below that expected nationally’. This improvement is due to the school’s effective concentration on extending pupils’ investigative skills, which has resulted in better teaching. Pupils with special educational needs and the few pupils who do not have English as their first language receive good support from their class teachers and all support staff and achieve well. No significant differences in the attainment of boys and girls were observed. The strengths of pupils’ achievement include their knowledge and understanding of forces and the properties of materials. This shows a very good improvement on the findings of the school’s last inspection when these aspects of science were said to be unsatisfactory. Comparative weaknesses include the use of information and communication technology to record their observations and the presentation of their work.

113. The quality of teaching and learning is good and promotes good achievement. In the school’s last inspection, teaching was judged to be satisfactory. A particular improvement and strength of the teaching now is the way aspects of the subject are taught through investigation, in which the pupils are encouraged to ask questions and find out the answers for themselves. Teachers give clear

explanations which ensure that all pupils are aware of what is expected of them and understand how the present lesson is linked to their previous work. Teachers introduce and emphasise new vocabulary and concepts clearly and continually reinforce them during the lesson. Pupils are managed well and their interest and motivation are maintained by the careful use of questions and comments. This ensures that the progress pupils make is maximised.

114. A Year 2 lesson on comparing the differences between babies and toddlers illustrated several of these features and led to effective learning by the majority of pupils, including those with special educational needs. Through the opportunity to talk and share photographs of their own experiences as babies and toddlers, the pupils learned that the needs of a toddler are very different from those of a baby. A good question and answer session after the showing of a video of a young child's activities around the house quickly developed the pupils' ideas of the need for safety in the house. At the end of the lesson the teacher effectively reviewed the work that had been covered by using a quiz, which also helped to ascertain the level of knowledge and understanding gained by the pupils.

115. Similarly, a lesson in Year 1, on forces and movement, illustrated the strengths of the teaching of science in the school. The teacher introduced the lesson well by presenting pupils with a collection of toys and asking them how they could make them move. This effectively built on the pupils' previous experience when they had visited the local play-park and explored the different sorts of movement made by the play equipment. The teacher moved the lesson on well to give pupils the opportunity to explore and test a range of objects that could be moved by pushing or pulling. The group activities were managed and organised well and questions were used to make the pupils think for themselves. In this lesson, the teacher not only promoted the pupils' understanding of how objects can be moved by pushing and pulling, but also, by encouraging them to use the correct scientific vocabulary to describe their findings, effectively increased their understanding of the language associated with movement.

116. The analysis of pupils' work in Year 2 shows that teachers have developed the pupils' knowledge and understanding of forces well and extended their investigative skills. The work set is sufficiently challenging for all pupils, including the more able. Many pupils in Year 2 have a good understanding of how to undertake experiments, make predictions and communicate ideas using appropriate scientific observations and diagrams. For example, in their work on changing materials, they used their knowledge of what makes ice melt to establish that an ice cube will melt more quickly in the warmer parts of the classroom. They recognised that the test must be fair by using the same sized ice cubes and observed them regularly over a period of time. They made a mathematical table for their observations and used the results to draw a conclusion. Pupils know that materials often change when they are heated and recognise that some changes can be reversed and some cannot. In their work on forces, they explored toy cars rolling down ramps, made predictions, measured the distance they travelled using standard units, recorded their results in table form and provided an explanation of how they made their comparison fair.

117. Science is well supported by the nationally recommended guidelines, which have been adapted appropriately by the school to meet the pupils' needs. There has been very good improvement since the school's last inspection when a key issue was to ensure that the National Curriculum Programmes of Study for science were fully implemented. The subject is well managed by a competent co-ordinator who has made a good impact on the subject over a period of time. Pupils' work and teachers' planning are carefully monitored, and there has been some observation of classroom practice. Useful assessment procedures, such as end of unit assessments and the tracking of pupils' progress in investigative science, support the systematic development of pupils' knowledge, understanding and skills. Learning resources for science are good. At present the school grounds are still in the process of being re-developed. However, good use is made of the pond for environmental studies. Science makes a good contribution to the pupils' spiritual, moral, social and cultural



development, for example through the opportunity to work on investigations in groups and to explore and experience the excitement of finding out what may or may not happen when undertaking an investigation.

## **ART AND DESIGN**

118. In Year 2, pupils attain standards that are in line with national expectations. This is similar to the findings of the last inspection. Pupils achieve soundly as they move through the school. Pupils with special educational needs enjoy work in art and design and make sound progress because they are encouraged to develop confidence in expressing their ideas, and their work is valued by teachers. The subject has not been a focus for development in recent years, but changes are currently being made to the curriculum to improve the breadth of pupils' experience and to build upon their previous learning.

119. During the inspection, it was possible to observe only one lesson. Taking into account this lesson, teachers' planning in the subject, examples of pupils' work around the school and discussions with pupils, indications are that the quality of teaching and learning is satisfactory. No overall judgement was made in the last inspection. Teachers provide pupils with appropriate opportunities to learn the basic skills of drawing, painting, printing, collage and sculpture. They make good links with other areas of the curriculum to make pupils' learning more meaningful and relevant. For example, Year 1 pupils draw and paint self-portraits when learning about the differences between people in personal, social and health education. There is a good focus on techniques when Year 2 pupils experiment with colour mixing to create shades of autumn and explore shapes and texture when making a collage. Pupils discuss the work of professional artists and study the techniques used to create different effects. Year 1 pupils learned about the work of John Dyer, a Cornish artist who paints colourful seaside pictures. They went on to paint their own pictures, mixing colours and using some of the artist's techniques to achieve the desired effect. Much of this work is of a good standard and some has been entered in a local art competition.

120. Pupils are given the opportunity to work collaboratively on larger projects, as when Year 1 pupils make robots and dinosaurs out of boxes and cylinders. Year 2 pupils contributed to a large collage picture of the Great Fire of London. Teachers also make effective links with information and communication technology, as when Year 2 pupils experimented with a computer program to use 'flood' and 'fill' techniques when creating a picture. They then tried to produce a similar effect using watercolours. Teachers also develop pupils' cultural awareness soundly through art and design. For example, pupils in Year 1 learned about Muslim prayer mats in religious education and then designed their own. Pupils in Year 2 painted dragons as part of their work on the Chinese New Year.

121. A weaker aspect of the teaching and of pupils' attainment is the development of observational drawing skills, where teaching does not build sufficiently well on the good standards achieved in the Reception classes. Also, there is not enough emphasis on teaching pupils how to hold and use pencils and paintbrushes correctly in order to exercise greater control and create finer detail.

122. The co-ordinator for art provides sound leadership in the subject and has clear ideas about its future development. She recognises the need to review and update the scheme of work, in order to ensure progression in the teaching of knowledge and skills. There is an appropriate emphasis in curricular planning on selecting materials, colours and techniques, and on pupils evaluating their own work. The co-ordinator has not had the opportunity to monitor the quality of teaching and learning throughout the school other than through informal 'walkabouts' as art has not been a focus for development. Consequently, there is no clear picture of how well pupils are achieving in different aspects of art and design compared to the expectations of the National Curriculum. Assessment procedures are satisfactory but are still evolving. The subject is adequately resourced.

## **DESIGN AND TECHNOLOGY**

123. Standards in Year 2 are in line with national expectations. This is a similar judgement to that of the previous inspection when attainment was, 'in line with that expected nationally.' The progress of pupils, including those with special educational needs and English as an additional language, is satisfactory overall and their achievement is sound.

124. An analysis of teachers' planning and pupils' completed work shows that the quality of teaching and learning is satisfactory, overall, in Years 1 and 2. The previous inspection reported that, 'the quality of teaching is at least satisfactory and often good.' The limited amount of work seen indicates that pupils have engaged in a satisfactory range of designing and making activities. They have used fabrics to make attractive glove puppets and have produced designs for a moving vehicle. Teachers' expectations of what pupils should achieve are, however, variable. Too often, insufficient demand is made on pupils to produce good quality work, particularly in design. Work is not always completed and the plans are often slipshod and carelessly presented. The previous inspection noted that there was 'insufficient emphasis on improvement.' There is also variation in the quality of work between classes. Some is clearly of a much better standard where teachers have demanded good efforts by pupils and provided appropriate guidance for them.

125. Only one lesson could be observed during the inspection in Year 1. This was a very effective lesson, in which pupils designed an ideal playground after a visit to a local playground and subsequent discussion. The tasks were very appropriate, providing appropriate challenge for the more able, and good support was given to less able pupils. The teacher was very good at giving advice, praise and support as pupils worked and this enabled them to draw very good plans for their playgrounds. They made good progress in their understanding of the need to use appropriate materials. Many were able to explain their designs when they were asked. The lesson concluded with a very useful summary of what had been learned.

126. The school's scheme of work is based appropriately on national guidelines. Successful links have been established between the subject and information and communication technology. For example, a digital camera has been used to record and display the puppet making process. Pupils have provided their own word-processed captions for a display. The use of assessment to determine pupils' progress is satisfactory, but not developed sufficiently to fully influence curricular planning. The co-ordinator provides sound leadership and management of the subject through the identification of priorities for development and the monitoring of pupils' work. Resources are good. A food technology room has recently been established and a 'technology bus' has visited the school. These have both improved provision for the subject.

## **GEOGRAPHY**

127. During the inspection it was only possible to observe the teaching of geography in Year 1. Judgements are based on this evidence, an analysis of pupils' work in Years 1 and 2, discussions with teachers and pupils and examination of the school's planning. The evidence indicates that standards are in line with national expectations in Year 2. This is similar to the judgement of the previous inspection. Pupils make satisfactory progress in developing their knowledge and understanding of places. They begin to relate specific human and physical features to a given place and understand that other places may be different from their own locality. Pupils with special educational needs benefit from the effective support that they receive from the learning support assistants and this consolidates the progress they make. Overall, achievement in the subject is satisfactory. An analysis of pupils' work however, revealed a weakness in their recording skills and in the range of geographical skills.

128. The evidence indicates that the quality of teaching and learning is satisfactory overall, although some very good teaching was observed in Year 1. In the previous inspection geography teaching was

judged to be at least sound and sometimes good. Pupils in Year 2 are developing an appropriate knowledge and understanding of places. For example, they have studied and are aware of what it might be like to live on the fictional Scottish Island of Struay and identify the similarities and differences between life on the island and that of life in Guildford. Pupils draw simple maps of the island and mark in a few of the main physical features, such as the jetty, bridge and the shop. However, the pupils' work indicated that teachers did not sufficiently extend pupils' geographical skills. Imaginative use is made of the teddy bear, 'Barnaby Bear' to develop the pupils' awareness of different places around the world. In this work pupils created their own imaginary island for Barnaby Bear and developed their geographical skills well by including a simple key to identify features on the island. Teachers in Year 2 provide pupils with the opportunity to learn about the wider world, as far away as Australia, in order to develop their understanding of travel and the concept of distance. This also resulted in pupils developing a greater awareness of the contrasting seasons, such as when it is summer in England it is winter in Australia.

129. The examples of pupils' work in Year 1 indicate that teachers use the pupils' own local knowledge appropriately and that they have looked at the physical and human features of the immediate locality and identified different types of houses. Most pupils in Year 1 are developing a suitable awareness of maps as they draw their route from home to school and show the features they pass on the way. However, the amount of recorded work produced by the pupils is very limited. In a very good Year 1 lesson to develop pupils' knowledge, skills and understanding in local scale studies, effective questioning stimulated the pupils into thinking as young geographers and also enhanced their ability to fulfil the demands of the next part of the lesson. The teacher also introduced specific geographical vocabulary such as 'survey' and made good links with numeracy when explaining that they would be expected to keep a tally of the traffic. Throughout the lesson, the teacher motivated the pupils with clear explanations and, after mentioning the importance of safety, took the class outside to observe features around the school, road signs and the traffic. The pupils' ability to carry out geographical enquiry was challenged when they were asked 'Is Stoughton Road busy or quiet?' 'Why do we need traffic lights?' Very good control and organisation of the class contributed to the pupils' behaviour, attitudes and co-operation with each other during the practical activities. The many pupils with special educational needs in this class were given very good support from the teaching assistants as they worked. Consequently they applied themselves well, worked at a steady pace and made good gains in their geographical enquiry skills.

130. Appropriate use is made of the nationally recommended guidelines to help staff in their planning. Geography is taught as a separate subject, but in some terms it alternates with history as the main focus. This does mean that at times there is insufficient development of pupils' geographical skills. The co-ordinator has an appropriate overview of the subject and provides sound leadership and management. At the time of the school's last inspection, there was no co-ordinator for geography. Procedures for assessment are satisfactory and provide staff with an overview of the pupils' learning as they move through the school. Resources are satisfactory and include a suitable range of maps and atlases. Teachers make good use of visits in and around the locality to extend the pupils' geographical knowledge and understanding. The analysis of pupils' work shows that their literacy and numeracy skills are in general not sufficiently developed in the subject. Information and communication technology is used soundly to support learning. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development as they have the opportunity to learn about their own and other cultures around the world.

## **HISTORY**

131. During the week of the inspection it was only possible to observe one lesson in history. Judgements are based on the lesson seen, an analysis of pupils' work, planning in the subject and

discussions with teachers and pupils. Indications are that standards are in line with national expectations and that teaching and learning are at least satisfactory. In the school's previous inspection similar standards were observed but no judgements were made about the quality of teaching and learning. Pupils of all abilities, including those who have special educational needs and those who have English as an additional language, achieve satisfactorily as a result of good support from teachers and learning support assistants in the classroom.

132. Teachers focus clearly in their teaching and planning on the development of pupils' historical skills. As a result, pupils are developing an appropriate awareness of how time is organised in history. Time lines are prominently on display in Year 2 classrooms and referred to appropriately in lessons. Pupils are encouraged to compare what they learn about the past with their own lives today and to identify some of the simple differences and similarities. This was illustrated in the good lesson seen in Year 2, when pupils were discussing how hospitals might have changed since the time of Florence Nightingale. In the discussion that followed, through effective questioning, the teacher encouraged pupils to identify why people today still regard Florence Nightingale as an important figure. Pupils also explore the reasons why Samuel Pepys is famous and, through discussion, develop their understanding of important events such as the Great Fire of London. Teachers plan interesting links with other subjects, such as art, when pupils make large scale collages of the London sky line on fire and use opportunities for pupils to learn through role play well. Younger pupils are given appropriate opportunities to explore differences between old and new objects in their study of toys and in a useful link with their work in science they explore how babies grow and change over time.

133. The subject is currently being managed satisfactorily by a senior member of staff with a number of other areas of responsibility. This is an improvement since the last inspection. As part of her curricular responsibilities and good whole school systems for evaluating planning and standards of pupils' work, she maintains an appropriate overview of work in the subject. Assessment procedures are also satisfactory and linked appropriately to the standards expected for pupils' ages. The curriculum is enhanced well by visits to places of interest in the local area, such as Guildford Museum and Brooklands Motor Museum. The school makes good use of opportunities such as its Golden Jubilee to develop pupils' awareness of the changes that have taken place in school over the past fifty years. The subject makes appropriate use of information and communication technology to enhance pupils' experiences, such as the video of an interview with Florence Nightingale and the retrieval of information from the Internet. Pupils' spiritual, moral, social and cultural development is satisfactorily developed through their work in history, with strengths in the provision for their social and cultural development, particularly in their work on their own culture in the past. Resources are appropriate for the needs of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Standards in Year 2 are in line with national expectations as at the time of the previous inspection. Pupils' progress is satisfactory because they have engaged in a suitable range of activities and at an appropriate level. This includes those with special educational needs and English as an additional language. No differences were observed in the attainment of boys and girls. Overall achievement in the subject is satisfactory. Pupils use a word processor to type captions and stories and use a painting program to create designs. They present data in the form of simple graphs and pie charts and use a digital camera to record aspects of their work.

135. On the evidence of an analysis of pupils' work and the lessons seen, the quality of teaching and learning is satisfactory overall in Years 1 and 2. The previous inspection judged that teaching was, 'sound.' In a satisfactory Year 2 lesson, pupils learned how to use a range of applications to produce a painting. This was carefully linked to work that pupils were to do in a later art lesson using watercolours. The teacher presented the ideas well and showed pupils the functions of the various

buttons and toolbars. They were eager to try out their ideas in the computer suite and the majority generated images that were appropriate to the lesson objectives. However, a major disadvantage, too few computers, meant that some had to wait too long to use the equipment and a few began to lose interest. The lesson provided a good challenge for pupils to acquire and use appropriate skills and most responded very well to this; some produced work of good visual quality. The teacher provided appropriate intervention to help those pupils who found the challenge more difficult.

136. In a good Year 1 lesson, taught by the coordinator, pupils learned to use the interactive whiteboard. This was a new experience for them and they listened and watched with sustained attention to this novel approach to learning some literacy skills. Most quickly learned how to explore the information displayed in words and images on the screen and then construct sentences by pointing to them in correct sequence. They were suitably impressed when an electronic 'voice' read what they had 'written.' Teaching was successful because the teacher's knowledge was well presented and carefully balanced with direct instruction and effective questioning. The challenge to pupils was progressively increased so they made good gains in their knowledge of sentence construction and their understanding of how to use the whiteboard. The lesson also made effective links with pupils' work in geography.

137. The school makes effective use of national guidelines as a scheme of work. The use of information and communication technology in other subjects is well developed and a policy to protect pupils from undesirable Internet material is established. Procedures to assess pupils' progress are satisfactory and some use is made of the information to help plan the curriculum. The co-ordinator provides enthusiastic leadership. She has established some appropriate priorities for development, but in the action plan, none are identified beyond the current year. She also performs the role of technician, but this, to some extent, reduces the time available for her to focus on her main responsibilities in co-ordinating curricular provision. The standards of pupils' work are monitored by observation of displays, but there are few opportunities for the co-ordinator to formally monitor the quality of teaching and learning. The school has made good use of specific funding to establish a computer suite, but the ratio of computers to pupils is less than the nationally intended level for schools. This causes some difficulties because pupils do not always have adequate access to computers when they use the suite.

## **MUSIC**

138. Standards in Year 2 are in line with national expectations, as at the time of the last inspection. Pupils make steady progress in singing and developing their knowledge of musical elements and language. Pupils with special educational needs also make sound progress as they receive effective support in lessons. Overall, pupils' achievement is satisfactory.

139. The quality of teaching and learning ranges from satisfactory to very good. This is mainly because of the differences in teachers' own expertise in the subject. Indications are that it is satisfactory, overall. A Year 2 lesson illustrated satisfactory teaching of composing skills. The aim of the lesson was for pupils to compose a short sequence of music to accompany a poem about spring. The lesson began with a good discussion about what happens in spring. Pupils came up with many good ideas, such as buds opening, plants growing and animals waking after hibernation. They then listened to a short extract from Vivaldi's *Spring* and tried to imagine what the music might be describing. The lesson then became a little complicated as pupils were introduced to a poem about spring, which they then had to use as a stimulus for producing sounds to accompany some of the lines. Although this gave pupils the opportunity to experiment with instruments and create their own sequences of sounds, they were constrained by the poem rather than inspired. Consequently, their creativity was inhibited and the good ideas that they suggested in the earlier part of the lesson were not used as a stimulus for their own compositions.

140. A very good lesson in a Year 1 class with a very high proportion of pupils with special educational needs illustrated the best features of teaching in the subject. Pupils were given the opportunity to explore and use musical instruments to accompany different songs. The teacher reinforced their knowledge of the names of a variety of instruments and showed them how to hold and play them to produce good quality sounds. Teaching assistants joined in and supported pupils very well, ensuring that all were able to participate fully and derive the maximum benefit from the lesson. The teacher made very effective use of a published resource to develop pupils' listening and performing skills. She encouraged good listening skills through skilful questioning which focused pupils' attention very well on the music. She also demonstrated very well how to play the same instrument loudly and quietly and then gave pupils the chance to practise this skill. This lesson increased pupils' skills in playing percussion instruments and their understanding of how to change the dynamics very well, but, above all, it enhanced pupils' enjoyment in making and responding to music. Pupils with special educational needs also made very good progress as they delighted in improving their skills and were greatly encouraged by the adults.

141. The co-ordinator is enthusiastic and knowledgeable about the subject. She has introduced a useful commercial scheme of work which provides good support for teachers who are not music specialists. It is used effectively in conjunction with national guidelines to plan lessons in Years 1 and 2, and provides a sound framework for the development of pupils' musical skills and knowledge. The co-ordinator provides good support for colleagues but has had no release time to observe teaching in other classes or to work alongside teachers as music has not been a focus for development since the previous inspection. The school has a good range and number of resources, including a variety of instruments from different cultures. Assessment procedures are satisfactory but still being refined. The recorder clubs which were running at the time of the last inspection were suspended during the major building and refurbishment works, but there are plans to re-introduce these in the near future. The subject has not enjoyed a high profile in the school in recent years, but the co-ordinator now produces a Christmas concert, which gives all pupils valuable experience in singing and performing to a large audience.

## **PHYSICAL EDUCATION**

142. Standards in Year 2 are in line with national expectations. The previous inspection reported that attainment was, 'at least in line with that expected nationally and sometimes higher.' During this inspection, it was only possible to see a limited range of physical education because of timetable constraints. This means that no gymnastics or dance lessons were seen and therefore the judgement is limited to one aspect of physical education. All pupils, including those with special educational needs and English as an additional language make satisfactory progress. Achievement in the subject is sound.

143. The quality of teaching and learning is satisfactory overall in Years 1 and 2. In the lesson seen, pupils enjoyed the warm up activities in an outdoor games lesson. They were responsive to instruction and showed sound understanding of what they were to do. In the catching and throwing activities that followed, they did not always listen carefully to instructions, but did respond to the teacher's questions about how to improve what they were doing. They watched closely when other pupils demonstrated various skills and this enabled them to make efforts to improve their own performance. The pace of the lesson tended to be rather slow because more challenging activities were not introduced soon enough. Therefore, some were reluctant to try to extend their skills into more advanced stages. Overall, pupils enjoyed the activities and made reasonable physical efforts and satisfactory progress during the lesson.

144. In a good Year 1 lesson, the objectives were always very clearly presented to the pupils. They therefore responded with enthusiasm and began to show good gains in ball control and co-

ordination. This was also because the activities were carefully structured to challenge them progressively to acquire competence, but within their differing capabilities. Pupils were used to demonstrate good practice and this helped to maintain their interest. Overall, they concentrated well in this lesson and made good progress in the development of appropriate skills. Pupils were well behaved, but the teacher did not always insist that they all listened attentively when she gave them instructions.

145. The school has a suitable scheme of work and teachers' planning is regularly checked to ensure that pupils have an appropriate physical education curriculum. They can join a football or tennis club, but these are provided by a commercial enterprise. Assessment procedures are limited, but do provide teachers with some information about the progress of pupils. However, this information does not significantly inform the planning of the physical education curriculum. The co-ordinator is enthusiastic and has clear ideas about what needs to be developed. However, there is no action plan to set targets for development and to measure success in meeting them. Teaching is not formally monitored, but the co-ordinator does provide advice and has given demonstration lessons to help teachers develop their skills.

## **RELIGIOUS EDUCATION**

146. During the week of the inspection two lessons were seen in religious education, one in Year 1 and one in Year 2. Judgements are based on the lessons seen, on an analysis of pupils' recorded work and discussions with teachers and pupils. The evidence indicates that standards meet the requirements of the locally Agreed Syllabus in Year 2. This is an improvement since the last inspection when standards were below the expected levels and planning for the subject did not reflect the requirements of the locally Agreed Syllabus sufficiently closely. The scheme of work has now been thoroughly and effectively reviewed and supports pupils' learning well. Aspects of the Christian faith are given an appropriate emphasis and pupils also learn about aspects of Judaism and the Islamic faith. Pupils with special educational needs and those who speak English as an additional language are well supported by teachers and assistants and are included in all class activities and opportunities. Acts of collective worship have a mainly Christian focus and there is a good regard and respect for the traditions and beliefs of all pupils. Achievement in the subject is good.

147. Overall, the quality of teaching and learning is good. This is an improvement since the last inspection. The school has good links with churches in the local area. Teachers plan visits and make good use of related artefacts to ensure that pupils understand that the church is a special place for Christians and that they have appropriate knowledge of some of the special features they can observe in the church. In a good lesson in Year 2, the teacher, through careful, well focused questions, reviewed the pupils' recent visit to the church and reinforced their understanding of the reasons why symbols such as the cross and candles were important to Christians.

148. Teachers make effective use of representatives from the local church to enhance pupils' experiences. In a good Year 1 lesson, a youth worker re-enacted the christening of a baby with pupils. Pupils were involved very well as they enthusiastically took the various important roles and were introduced to aspects of the ceremony and the language used. Teachers ensure that pupils have varied and interesting ways of recording their ideas and knowledge which are well matched to pupils' needs and their literacy skills.

149. There are useful links with other subjects in the curriculum to reinforce and extend pupils' experiences. In a good link with their work in art, pupils in Year 1 design and make their own prayer mats as part of their work on the Islamic faith. Through their own responses and through effective encouragement, teachers guide pupils to have respect and to value views and practices which are different from their own. The large murals in the school hall reflect the whole school respect for the

celebrations and traditions of different faiths. Teachers make effective use of information and communication technology. For example, a digital camera was used to take photographs of the pupils exploring artefacts related to the Jewish celebration of Shabbat.

150. The co-ordinator for the subject is committed and enthusiastic. She has worked hard to ensure that the curriculum and resources for the subject reflect the locally Agreed Syllabus. She has undertaken useful professional development and makes good use of opportunities within the local area to develop and enhance the school's provision. Assessment in the subject makes appropriate use of the expected levels identified by the Agreed Syllabus and standards in the subject are regularly reviewed as part of the cycle of whole staff discussions on each subject. The co-ordinator has monitored teaching and planning in the subject and discusses pupils' work with them on a regular basis. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There is a strong emphasis on respect for different beliefs and good encouragement for pupils to be aware of the significance of the Christian faith in their own culture. Resources in the subject are good and these are enhanced through the school's use of the resources of the Diocesan Education Centre.