

# INSPECTION REPORT

## **WARREN MEAD INFANT SCHOOL**

Banstead

LEA area: Surrey

Unique reference number: 125030

Headteacher: Mrs F Dennis

Reporting inspector: Paul Missin 19227

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> May 2003

Inspection number: 248642

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:	4 to 7 years
Gender of pupils:	Mixed
School address:	Partridge Mead Banstead Surrey
Postcode:	SM7 1LS
Telephone number:	01737 351962
Fax number:	01737 379263
Appropriate authority:	The Chair of Governors Warren Mead Infant School
Name of chair of governors:	Mr F Paton
Date of previous inspection:	November 1997

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19227	Paul Missin	Registered inspector	Mathematics, physical education, information and communication technology, design and technology. English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	Helen Griffiths	Lay inspector	Educational inclusion, including race equality.	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?
27644	John Tate	Team inspector	Science, geography, history, Children in the Foundation Stage.	
23434	Marie Gibbon	Team inspector	Art and design, English, music, religious education. Special educational needs.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Phoenix Educational Consultants, "Thule", 60 Joy Lane, Whitstable, Kent, CT 5 4LT  
Tel: 01227 273449

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

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Warren Mead Infant School educates boys and girls aged from four to seven years. There are currently 204 pupils on roll, 106 boys and 97 girls. One girl in the Reception Year attends the school part-time. This is about the same size as most other schools of the same type. There is an imbalance of boys and girls in different year groups. Year 1 has significantly more boys than girls; Year 2 has significantly more girls than boys. Sixty-seven children are in the Foundation Stage. Most are taught in two Reception classes and ten are in a class with Year 1 pupils. Five pupils use English as an additional language (2.5 per cent). None are an early stage learning to speak the language. Ninety-one per cent of pupils are from white ethnic backgrounds. Thirty pupils are on the school's special educational needs register (14.7 per cent). This is broadly average. The nature of pupils' need varies but the most common needs are speech and communication difficulties. Three pupils have statements of special educational need (1.4 per cent). This is broadly average. Eight pupils are known to be eligible for free school meals (3.9 per cent). This is below the national average. In the last school year, 21 pupils joined the school other than at the usual time of admission and eight left at times other than at the usual time of transfer. When they enter the school, most children are achieving broadly average standards but lower standards in their speaking and listening and personal and social development. At the last inspection, standards on entry were below average. Since the last inspection, the number on roll has increased significantly, from 173 in 1997 to 204 in 2003. The school is oversubscribed for the next academic year. During the last two years, the school, together with other local schools in the area, has had some difficulty in recruiting and retaining teachers. There was a major building programme going on in the school during the time of the inspection.

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

Warren Mead is a good and effective school. The very good leadership of the headteacher, the very good support given by the senior staff and the very effective encouragement and challenge provided by the governing body have ensured that this school is successful, self-evaluating and seeking improvement. Pupils of all abilities make good progress as they move through the school, and most achieve standards in English, mathematics and science that are above average when they leave. However, standards are average in the other subjects of the curriculum. Across the school, the quality of teaching is good and this enables pupils to learn well. The school provides good value for money.

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

- The very good leadership of the headteacher and the very good support provided by other senior teachers ensure that the school is given clear educational direction and promote an effective culture of evaluation and self-improvement.
- Through its oversight of the school's work and the supportive but challenging approach to monitoring its effectiveness, the governing body gives very good support to the school's management.
- The good teaching across the school enables pupils in Year 2 to attain standards in English, mathematics and science that are above those expected for their age.
- The good provision for children in the Foundation Stage enables them to make a good start to their time at school.
- The school works hard to ensure that the partnership with its parents is developed well, and parents are now involved very well in its work.
- The very effective relationships established with other schools and the good links promoted within the community give the school an important local perspective in its work.

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

- The standards that pupils achieve in information and communication technology and in subjects other than English, mathematics and science.

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

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

Since it was last inspected in 1997, the school has made good all-round improvement. The school has made a good overall response to the key issues which were identified. Very good improvement has been made in addressing the key issue about improving the provision for pupils in the Foundation Stage. Satisfactory improvement has been made in devising and implementing an agreed marking policy. Satisfactory improvement has also been made in revising schemes of work, in introducing effective assessment procedures in the subjects

which the school's last inspection identified this as necessary, and in improving the teaching and curricular provision in the creative subjects. However, in these aspects, the improvement has not been fully effective. Since the last inspection, despite several changes in staff, strengths in teaching have been maintained. Good improvement has been made in the standards that pupils achieve, especially in English and mathematics, and the good standards in science have been maintained. Overall strengths in leadership have also been maintained. The very good leadership of the headteacher, the effective support provided by the governing body and the shared commitment to move forward mean that the school is very well placed for these improvements to be continued.

## 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	B	A	C	well above average A above average B average C below average D well below average E
writing	C	B	B	C	
mathematics	B	B	A	B	

The table shows that, in 2002, when compared with all schools, pupils in Year 2 achieved standards in reading and mathematics that were well above average, and standards in writing that were above average. When compared with similar schools, standards were average in reading and writing and above average in mathematics. Since 1998, the trend has been for pupils to achieve above and well above average standards. Improvement has been particularly marked since 2000. The findings of this inspection are that the current Year 2 pupils are achieving standards in reading that are well above average, and standards in writing, mathematics and science that are above average. Standards are average in all other subjects except in physical education where there was insufficient evidence for an overall judgement to be made. Children in the Foundation Stage achieve standards in most areas of learning that are above those expected for their age. Pupils with special educational needs make good progress and reach good standards compared with their previous attainment.

Across the school, pupils achieve well and they make good progress in their learning, especially in the core subjects of English, mathematics and science. When they enter the school, most are achieving average standards, but lower in their speaking and listening and their personal and social development, and they make good progress in the Foundation Stage and in Years 1 and 2 to achieve above average standards by the time they leave the school. Pupils achieve satisfactorily in all other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their lessons, concentrate well and are keen to succeed.
Behaviour, in and out of classrooms	Good. Pupils are polite and friendly to visitors and move around the school in an orderly fashion.
Personal development and relationships	Relationships are very good. Pupils play together well and work co-operatively when required. Good opportunities are provided to encourage pupils' personal development.
Attendance	Good. Pupils enjoy coming to school. Registration takes place quickly and effectively ensuring a prompt and calm start to the day.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

Overall, the quality of teaching and of pupils’ learning is good. In over six out of ten lessons, teaching and learning are good or better and, in nearly a fifth, they are very good. A very small proportion is unsatisfactory. Teaching and learning are good in English, mathematics and science and satisfactory in all other subjects except in physical education where it was not possible to make an overall judgement. The teaching of basic literacy and numeracy skills is good. Strengths in teaching are in the quality of teachers’ planning, the clear identification of the learning intended in each lesson and the positive way in which pupils are valued and encouraged. Support assistants are used well. These qualities ensure that pupils know clearly what is expected of them and helps to secure their commitment to their own learning. Where teaching is unsatisfactory, the management of pupils is less effective, some pupils lose interest and do not always respond in an appropriate way. Teaching in the Foundation Stage is good. Basic literacy and numeracy skills are taught effectively, and children are challenged and encouraged well in their learning. The teaching of pupils with special educational needs is also good. Teachers are knowledgeable, well prepared and use the expertise of the teaching assistants very well to support pupils’ learning.

The needs of pupils in the Foundation Stage and across the school in English, mathematics and science are met well. Their needs in the other curriculum subjects are met satisfactorily.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Literacy and numeracy skills are emphasised well. The curriculum is enhanced by a good range of extracurricular activities and visits and visitors to the school and by very good links established with other educational groups. Information and communication technology skills are not fully used across the curriculum and pupils do not have enough opportunities to use computers. Provision for children in the Foundation Stage is good.
Provision for pupils with special educational needs	Good. Pupils’ individual plans show appropriate learning targets which are reviewed and revised regularly. Pupils are given good support by teachers and their assistants.
Provision for pupils with English as an additional language	Five pupils now have full access to the National Curriculum and one is receiving appropriate in-class support.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good. Provision for pupils’ spiritual and cultural development is satisfactory, but there is insufficient emphasis on the traditions of our own minority ethnic groups. Provision for pupils’ moral and social development is good. Pupils are taught understanding and respect and enjoy working together in a range of activities.
How well the school cares for its pupils	Good. The school is a caring community which has a warm and friendly atmosphere. Care and welfare procedures are good. Assessment procedures in English and mathematics are very good and good in science but, in other subjects, teachers are not sufficiently aware of how the pupils’ work relate to National Curriculum levels.

The school works hard to develop its partnership with parents and this is now very effective. The quality and regularity of information about school events, the curriculum and pupils’ progress are very good. The curriculum for the core subjects is developed very well, but less effectively in the other subjects. The school provides well for the wider social needs of its pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff work effectively together. A strength is the way in which the headteacher encourages and develops all involved in the school. Morale is good and there is a shared sense of purpose. Co-ordination of English and mathematics is very good and good in science. In other subjects, co-ordinators are not fully aware of the standards pupils achieve and opportunities to monitor teaching are not sufficiently provided.
How well the governors fulfil their responsibilities	Very good. Governors are committed to the school's continued improvement and use their interests and expertise well in their work. They have a clear view of the working of the school and ensure that all issues are thoroughly discussed at their meetings.
The school's evaluation of its performance	Very good. The school improvement plan is at the heart of the school's work and the school and the governing body effectively monitor progress through it. Governors have adopted effective procedures for supporting, monitoring and evaluating the school's work.
The strategic use of resources	Good. The school uses its accommodation and learning resources well. Funds for pupils with special educational needs and for staff training are used well. Financial planning is good. Procedures for devising the annual budget and monitoring spending patterns are secure.

The school's accommodation is satisfactory but will be improved when the new buildings are opened. Resources are satisfactory overall. Staff are well matched to the needs of the curriculum and the teaching assistants are effectively deployed. The all-round strengths in the school's leadership ensure that the school successfully evaluates its own performance and has a very good capacity for further improvement. The school has a good view of value for money in its spending decisions.

### 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>• Parents are pleased with the high standards pupils achieve.</li> <li>• The teaching assistants give pupils good support.</li> <li>• Behaviour is good.</li> <li>• The school provides good information for parents.</li> <li>• There is good provision of after-school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no areas of significant parental concern.</li> </ul>

The inspection findings confirm the parents' positive views of the school.



## **PART B: COMMENTARY**

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

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

1. When they enter the school, children are attaining standards in most areas of learning that are in line with those expected for their age. However, standards in most children's speaking and listening and in their personal and social development are below average. At the last inspection, the attainment of children when they entered the school was judged to be below average. Children make good progress and, as a result of the good teaching and the well-matched curriculum, most are on course to achieve above average standards in all areas of learning by the end of the Reception Year. More able pupils are working within Level 1 of the National Curriculum. This represents very good improvement since the last inspection and very good improvement in addressing the key issue that was identified.
2. In the national tests for seven-year-olds in 2002, compared with all schools, standards in reading and mathematics were well above average and, in writing, they were above average. When compared with similar schools, standards in reading and writing were average and, in mathematics, they were above average. The assessments made by teachers in science were above average at the expected Level 2, and average at the higher Level 3. The trends in attainment since 1998 show that standards have been consistently average or above with all-round improvement that exceeds that expected nationally since 2000. There are no significant differences in the attainment of boys and girls.
3. The findings of this inspection are that the current Year 2 pupils are reaching standards in reading that are well above average, and standards in writing, mathematics and science that are above average. This is broadly in line with the results in the 2002 national tests and with the school's own assessment of the likely attainment of the current Year 2 group. Standards in all other subjects are average, except in physical education where there was insufficient evidence for an overall judgement to be made. Compared with the findings of the previous inspection, standards in mathematics and reading and writing have improved, above average standards in science and average standards in all other subjects have been maintained. Standards in design and technology have dropped. Standards are higher in the core subjects of English, mathematics and science because the school has sensibly prioritised these areas as aspects for development. Reading standards are very high because the teaching of phonics and word building is particularly strong. There has been a recent successful whole school focus on mathematics and on investigational work in science.
4. Pupils with special educational needs achieve good standards for their capabilities. The school ensures that pupils' needs are quickly identified, sometimes before they enter the school. This enables staff at the school to plan carefully for their support at the earliest opportunity. Their overall progress and individual targets are regularly reviewed and closely monitored to ensure that they make good gains in their learning. There are very effective partnerships between support staff and teachers. They work together closely to plan work and to discuss and monitor pupils' learning. The very good relationships between all staff and pupils ensures that these pupils are well included in all the activities offered by the school.
5. There are currently five pupils who are on the school's register of pupils with English as an additional language. Four of these pupils have a good understanding of English and now require no further specific language support. They make the same good progress in their learning as their peers. One Reception Year child who has recently joined the school has been formally assessed by a local education authority support teacher. This support teacher is currently working with the special educational needs co-ordinator and the child's class teacher to provide an appropriate programme of language support work.

6. Since the last inspection, there have been changes in the attainment of children on entry to the school. In 1997, it was judged that attainment on entry was generally below average. Now the results of the local education authority's entry to the school tests show that children achieve broadly average standards, except in their speaking and listening and in their personal and social development. When they enter the school, boys consistently do less well than girls. The school has identified this and strategies have been introduced to improve boys' performance. This has been successful. However, across the school, boys have a higher proportion of special educational needs than girls and, in some classes where the number of boys significantly exceeds the number of girls, this influences the overall quality of learning.
7. Across the school, pupils achieve well and make good progress, especially in the core subjects of English, mathematics and science. This is a reflection of the school's appropriate decision to prioritise work in these subjects. The school meets the needs of all pupils well. The school's assessment and tracking procedures enable higher attaining pupils to be identified and the careful matching by teachers of work to pupils' different abilities ensures that the needs of higher attaining pupils are met well. The proportion of pupils achieving the higher levels in the National Curriculum tests is good. Work has been successfully done in increasing the proportion of higher attaining pupils in science. Children in the Foundation Stage make good overall progress. They make at least sound progress in most areas of learning, but good progress in important aspects of their language development, and in their personal and social development. This good progress is continued in Years 1 and 2, and when they leave the school, most pupils are achieving standards that are above those expected for their age. A relative weakness is that the standards achieved and the progress pupils make in subjects other than English, mathematics and science is not as good as it is in these subjects.

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

8. Pupils' attitudes to learning, behaviour and personal development are good, as they were at the time of the last inspection. Almost all parents feel that behaviour and attitudes are good. In its mission statement, the school aims to develop high self-esteem, to encourage enquiring minds and to encourage children to become independent and confident learners who can communicate appropriately and confidently. Pupils' attitudes reflect the school's aims well. They are keen to come to school and punctuality is good. Pupils are thoughtful of others and know right from wrong. They are keen to take part in extracurricular activities.
9. Pupils' attitudes to learning are consistently good. They show good interest in their lessons and concentrate well. For example, in a Year 2 music lesson, pupils listened very well to ascending and descending melodies, worked very hard at matching sounds to the appropriate printed lines and were really disappointed when the lesson came to an end. Pupils listen well to their teachers and are eager to contribute their ideas to discussions. For example in a Year 1 art lesson on dark and light marks, pupils were keen to contribute to whole class observations. Pupils are keen to do well and value their teachers' praise and encouragement. They work well together with partners and in groups and sometimes show good independence. For example, in a Year 1 history lesson, a pupil volunteered to lead half the class in singing the round "London's Burning". In a Year 2 mathematics lesson on counting patterns, pupils were pleased to be able to demonstrate their skills to the class on the whiteboard. Sometimes, if explanations go on too long or the work is too easy, pupils' attention wanders. Generally, however, pupils' good levels of interest and motivation make a positive contribution to their progress.
10. The school functions well as an orderly community. Pupils know the rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and, as a result, behaviour is good in lessons, assemblies and at play and lunch times. Pupils move around the school in an orderly fashion. They are polite and friendly to visitors. Teachers offer good examples of courtesy and fairness. Relationships are very good and pupils are thoughtful of one

another's feelings. Bullying is rare and pupils and parents are confident that it will be dealt with quickly and effectively. There have been no exclusions for the last three years. Pupils' personal development is good. There are some opportunities for them to take responsibility and these are taken seriously. Pupils value the star system. They show respect for the feelings of others.

11. Children in the Foundation Stage have very positive attitudes towards learning. They listen attentively, concentrate well and conduct themselves in a very responsible, mature way. Their behaviour is very good indeed. They play together happily and co-operate well in the classroom. Relationships between children, teachers and assistants are very good. These have a very positive impact on the quality of their learning.
12. Attendance rates are good, as they were at the time of the last inspection and there is no unauthorised absence. Registration takes place quickly and effectively and ensures a calm start to sessions.

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

13. Across the school, the quality of teaching and pupils' learning is good. This was also the judgement of the last inspection. Several important strengths in teaching have been maintained despite some recent changes in staff and difficulties in recruiting and retaining replacements. In the previous year, there had been local and national advertisements for two teaching vacancies at the school for which no applications were forthcoming. The posts were eventually filled by a relatively late appointment of a newly qualified teacher, and from a teacher who was very new to the profession who had made application centrally to the local education authority. The current good teaching profile has been maintained as a result of the effective induction procedures for new teachers, the good in-service training and professional development programme provided by the school and the very good staff management procedures. The current teaching profile is very similar to the one at the last inspection. In over six out of ten lessons, teaching and learning are good or better and, in nearly a fifth, they are very good. A very small proportion is unsatisfactory.
14. Teaching shows some all-round strengths, particularly in the core subjects of English, mathematics and science, which influence the pupils' learning positively. Teachers plan their lessons well, and generally identify clearly work which is well matched to the different abilities of pupils in each class. The specific learning intended in each lesson is defined and this is often written on the board and shared with the pupils. Pupils are generally managed very well. Several teachers have very good strategies for managing pupils, some of whom have particular learning and behavioural difficulties. Activities are explained clearly and lessons proceed at a brisk pace. Pupils are handled well and are treated firmly but fairly. Sometimes, the teachers' enthusiasm is infectious and this encourages pupils' motivation and commitment to their own learning. A further strength is the close and effective partnership established between teachers and their assistants. Where teaching is unsatisfactory, the management of pupils is less effective, pupils lose interest in their lesson and do not always respond in an appropriate manner. In these lessons, teachers do not have sufficient management strategies to interest or involve the pupils and as a result the quality of their learning falls and they do not make sufficient progress.
15. The quality of teaching and learning in the Foundation Stage is good. In the lessons observed in the inspection, teaching and learning in over a half were good and, in nearly a third, they were very good. Teachers plan well. Lesson plans are detailed and show the specific learning intended in the lesson and a range of appropriate and challenging activities. Basic literacy and numeracy skills are taught well. For example, children are constantly reminded about the careful use of vocabulary and opportunities are found throughout the day to reinforce children's counting skills. Children are managed well. They are treated fairly but firmly and they feel safe, secure and valued and are ready to learn. Other strengths in teaching are the good co-operation between teachers and their assistants and the effective methods of assessing children's work. Some effective interventions were observed during the inspection as two support assistant worked with

children on a cooking activity. They helped children prepare bread and fillings and to get them ready for cooking. They challenged the children well with questions like ‘What does that feel like?’ ‘How do you think this will change after being in a hot oven?’ Across the Foundation Stage there is a strong team spirit. Role-play is well organised to foster language and social development and the very good outdoor area is well used to foster, amongst other things, the development of physical skills.

16. In Years 1 and 2, the quality of teaching and pupils’ learning is also good. The profile in these year groups is very similar to the overall school profile, but there were important differences between the two year groups. The highest proportion of very good teaching was observed in Year 2, but the highest proportion of good teaching was observed in Year 1. All the unsatisfactory teaching was in Year 1. There were also important differences in the judgements about the quality of teaching and learning between the different subjects. Currently, the quality of teaching and learning in the core subjects of English, mathematics and science is consistently good, and they are satisfactory in all other subject areas. This is similar to the judgement at the last inspection when teaching in the core subjects was also stronger than in the creative subjects. Since the last inspection, where it has been possible to make comparisons, some shortcomings in the teaching of art and design and music have been improved, but the quality of teaching in history and geography has dropped. There is insufficient evidence for a current judgement to be made in physical education.
17. In English, teachers plan well and use support staff effectively to improve pupils’ learning. In mathematics, teachers demonstrate good, confident subject knowledge; pupils are managed well and lessons follow the nationally recommended format. In science, teachers emphasise the investigational approach well in their work and devise activities that interest and challenge the pupils. A literacy lesson to pupils in Year 2 illustrated several further features of very good, effective teaching. The focus of the lesson was to develop pupils’ understanding of the letter sound ‘ar’ with reference to the text that they were sharing which was ‘The Enormous Crocodile’. Teachers’ planning was very detailed and clear and contained specific guidance for the support provided by the teaching assistants. The initial introduction was managed very well and pupils’ contributions to the discussion were valued well. The story was read very expressively which secured pupils’ attention and the following group activities provided a good level of challenge for each ability group. A high point of the lesson was when the teacher left the room and returned ‘disguised’ as the enormous crocodile. This role-play was thoroughly enjoyed by the pupils and the resulting discussion which focused on character and descriptive vocabulary was very productive. As a result of the teacher’s enthusiastic and inventive approach, pupils’ appreciation of the phonic build up of words and enjoyment of their shared text were developed very well.
18. The quality of teaching for pupils with special educational needs is good overall and is particularly effective when the co-ordinator for special educational needs teaches individual and small groups. The strong partnerships between teaching and support staff throughout the school ensure that pupils’ needs are well understood. Good use is made of the specialist strengths of individual teaching assistants to deliver programmes such as the Early Literacy Programme and additional speech and language support. Teachers plan carefully for the work of teaching assistants and individual pupils in the classroom and this ensures that lessons maintain a productive pace for all pupils and that activities match pupils’ needs well. Good, and frequently very good, relationships in all classes give pupils confidence that their efforts will be appreciated and increases their willingness to extend their learning.
19. Overall, the school has made satisfactory progress in addressing the key issues relating to the quality of teaching at the last inspection. A clear and useful whole school marking policy has been produced and this has been implemented satisfactorily. The scrutiny of pupils’ work showed several examples of positive, developmental marking, but also some variation in the overall standard achieved. There has also been satisfactory progress in improving the quality of teaching in the creative subjects of art and design and music.

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

20. Overall the curriculum provides well for the needs of the pupils, particularly in the core subjects of English and mathematics and encourages good progress in these areas. Good provision is made for pupils' personal and social development. The curriculum promotes the aims of the school effectively and fulfils statutory requirements for National Curriculum subjects and those for religious education and collective worship. Total weekly teaching time is adequate to meet the needs of the curriculum and time allocations for different subjects are generally appropriate.
21. The curriculum has a strong emphasis on the teaching of literacy and numeracy. This focus has succeeded in continuing to raise the standards pupils achieve in these core subjects. The National Literacy Strategy is central to the teaching of English in the school and teachers are confident and effective in its implementation. Additional programmes, such as the Early Literacy Support and Progression in Phonics, support classroom teaching well and ensure that all pupils are given a secure foundation on which to build their reading and writing skills. Focus areas such as handwriting and non-fiction writing have been identified from close analyses of pupils' work in class and national test results. Curriculum planning has been effectively adapted to reflect these priorities. The organisation of ability groups in Year 2 for literacy has had a beneficial effect on pupils' learning and has contributed significantly to the improved test results over the last two years. The National Numeracy Strategy is also being implemented and the subject has maintained a high profile in the school's work. Teachers' planning and lesson organisation follow the recommended format. The oral starter at the beginning of the lesson is helping to improve pupils' mental ability and dexterity with numbers. Homework supports the curriculum well.
22. Curriculum planning is generally good. In the core subjects of English, mathematics and science, planning is detailed and clear and the links made between termly and weekly planning are secure. The headteacher and core subject co-ordinators monitor planning very carefully and thoroughly. Teachers' useful evaluation of their weekly plans helps to maintain a good overview of the implementation of the curriculum and the learning of individual and groups of pupils. In subjects, other than the core areas, planning is satisfactory. The school is well aware of the need to plan carefully to meet the needs of mixed age classes. Subjects other than the core subjects of mathematics and English are being reviewed with the purpose of making curriculum planning more effective generally but particularly in mixed age classes when they occur. The school is in the process of adopting a two-year rolling programme for these subjects. Where this process has been completed, planning and pupils' learning are developing more progressively.
23. The school's previous inspection identified as a key issue the need to produce new or reviewed schemes of work on subjects other than English, mathematics and science to ensure that pupils' learning was both continuous and progressive. The school has made satisfactory improvement in addressing this shortcoming. Although there are now appropriate schemes of work in all areas of the curriculum, some of these schemes of work are still in the process of being further refined to meet pupils' needs more effectively and to reflect changes in the new Agreed Syllabus for religious education. A further key issue was the provision of an appropriately integrated curriculum for the Foundation Stage. This has been achieved very well.
24. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in class and in small groups outside classes. Teaching assistants and special educational needs staff support pupils well and there is effective team work between teachers and other staff in the classroom. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy and, where appropriate, have well detailed targets for personal and social development. Pupils' targets are regularly reviewed and adjusted to ensure that pupils' learning progresses well.

25. The curriculum for children in the Foundation Stage is well planned and now fully meets the needs of the children. The school has made good progress in this aspect since the last inspection. The curriculum now ensures that children's knowledge and skills are developed progressively. Appropriate emphasis is placed on the development of basic literacy and numeracy skills and priorities are to improve standards in children's speaking and listening skills and in their personal and social development which are weaknesses when they enter the school. The good planning, the thorough assessment procedures and the effective co-operation between the teachers and their assistants ensure that the curriculum is taught well.
26. The school ensures that pupils of all abilities are well included in activities which are provided. All staff value individual pupils equally and care is taken to ensure that all pupils are able to benefit from the good range of additional opportunities offered. Pupils take part with other local schools in festivals such as the Banstead Music Festival and other community events. Careful analysis of test results and class assessments, including useful monitoring of any gender issues, and the thorough monitoring of pupils' progress ensure that the school quickly identifies those who would benefit from additional opportunities and support. Some higher attaining pupils have taken part in science and mathematics workshops provided by the local education authority.
27. The curriculum is well enhanced by a good range of visits to places of interest and visitors to the school. Good use is made of the local area such as visits to Nork village, Painshill and Tillgate parks to support pupils' work in geography, history and science. There are good links with the local parish and other churches in the area. Pupils visit St Paul's for Christmas and Harvest services. Local clergy are regular visitors to school assemblies as are members of local services such as the Fire Service and the school nurse and doctor. Visits further afield include trips to the National Gallery and the National History Museum to enhance pupils' work in art and science. A good range of extracurricular activities provided by the school include chess club, choir and Pom Poms for Year 2 and a song and dance club for Year 1. The school organises outside provision for football, supported by Fulham Football Club and French Club. These are open to Years 1 and 2 and the school helps to ensure that all who wish to take part are able to do so.
28. The school provides a good programme for pupils' personal and social development. It is taught both separately through personal, social and health education lessons and weekly 'circle time' and as part of the science and religious education schemes of work. There is provision to ensure that school's expectations for good behaviour are regularly emphasised and the school feels that this is helpful and effective. The programme covers all statutory elements at a level appropriate to pupils' ages. This programme is relatively new and whilst initial impressions indicate that the programme is effective it has not yet been fully implemented and evaluated.
29. The school has very good links with other schools and groups. These links are particularly effectively maintained through the extensive visiting programme established by the Foundation Stage co-ordinator who is also the school's co-ordinator for special educational needs. This close contact with pre-school providers ensures that pupils' needs are well understood, sometimes before they enter the school, and this helps the school to provide good support and guidance. The school has good and productive links with the junior school with which they share a site. Staff visit and ensure they have good knowledge of pupils before they make the transfer. The school plays an active part in local school group provision and has been particularly involved with support for less able pupils in mathematics.
30. There are good links with the local community. The school library has significantly benefited from the support of a local car company and the area is now bright and attractive and encourages pupils' interest in developing reading and research skills. The school benefits from the support of volunteer helpers for pupils' reading and in-class support for practical activities in subjects such as science and art. Local clergy take an active part in school assemblies and pupils visit for some of the main Christian festivals. Visits from former pupils of the school and local services and visits to places such as Kingston Market and the local shops provide an interesting stimulus to pupils' learning.

31. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for moral and social development is good, and that for spiritual and cultural development is satisfactory. This matched the judgements made at the previous inspection.
32. Acts of collective worship provide sound opportunities to promote pupils' spiritual development as they are given opportunities to reflect on their experiences and those of others. Pupils are encouraged to show respect for others and respond well to this. They visit the parish church regularly. Collective worship complies with requirements. Occasionally, teachers find ways through the curriculum to encourage pupils' spiritual awareness. For example, in a Year 2 English lesson, pupils were delighted by the teacher's lively role-play based on the Enormous Crocodile, and in a Year 1 history lesson, they were amazed by pictures of early fire engines. Pupils learn about other religious beliefs and traditions in religious education. However, there are generally too few planned opportunities for pupils to develop spiritual awareness in lessons. This was also noted as a shortcoming at the last inspection.
33. The school makes good provision for pupils' moral and social development and is successful in promoting good attitudes and behaviour. School rules are prominently displayed. The school's strategies for managing behaviour are applied consistently and pupils understand the system of rewards and sanctions. Pupils understand the difference between right and wrong. They show respect for their teachers, each other and for school property. In lessons and other school activities, the school makes good provision for pupils' personal development. There are many opportunities for pupils to work in pairs and in small groups. They respond well and are co-operative and friendly. They enjoy working together in the range of activities provided by the school. Pupils enjoy taking responsibility and there are some opportunities for them to do so. The personal, social and health education programme makes a good contribution to pupils' personal development.
34. Provision for pupils' cultural development is satisfactory. The school provides a satisfactory range of visits to enrich pupils' cultural experiences. Pupils have produced good displays of Japanese art. However, there is little opportunity for pupils to learn about the richness and diversity of life in modern Britain.

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

35. The school is a caring community, which has a warm and friendly atmosphere. The care procedures are good, as they were at the time of the last inspection. Child protection procedures are securely in place and all staff receive informal training. The headteacher and the personal, social and health education co-ordinator have been recently trained. The deputy headteacher is to be trained shortly. The school has adopted local authority guidelines. Links with social services are satisfactory.
36. The school has effective health and safety policies. Three members of staff have been fully trained in first aid. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the school day are effective. Accident books are properly kept. Risk assessments are undertaken regularly. Fire and electrical equipment is checked annually. Fire drills take place each term and are logged appropriately. There is good safety practice in design and technology, physical education and science. Supervision at play times is good. The Internet safety policy is effective. The school has taken good measures to ensure pupils' safety during the building works.
37. Pupils understand that good behaviour is expected of them because school rules are displayed prominently. Class teachers praise pupils for good behaviour and hard work and awards include a variety of stickers and the Superstar awards each week. Sanctions include loss of play time or Golden Time. Procedures for monitoring pupils' personal development are informal but effective, through class notes, teachers' personal knowledge and annual reports.

38. Procedures for monitoring attendance are good. the educational welfare officer visits the school each term. The headteacher and the school secretary monitor the registers approximately once a month.
39. Overall, procedures for assessing pupils' attainment and progress are good. Those in English and mathematics are very good. In these subjects, a detailed analysis of the results of the national tests is carried out and this is supplemented by data from regular tests that are part of the termly curriculum. Clear information is also provided by the local education authority's procedures designed for children on entering school. This information is used in planning the work of children in the Foundation Stage and as a basis for monitoring their progress towards the Early Learning Goals. These data are also used to set targets for pupils' learning in English and mathematics. These data are used well to provide individual and year group targets which are securely at the heart of the school's improvement planning. These enable the target setting process to be a reliable and useful developmental tool. This work has ensured that some important strengths identified at the last inspection have been maintained.
40. However, a continuing weakness, which was also recognised at the last inspection, is that the assessment procedures in subjects other than English, mathematics and science are not sufficiently developed. Overall, the school has made satisfactory improvement in addressing the key issue from the last inspection relating to assessment procedures. Currently, the system whereby teachers make evaluations on their weekly planning, which may include an assessment of pupils' attainment, is not sufficiently detailed or rigorous. There are insufficient procedures for monitoring what pupils know and can do, which are related to National Curriculum levels, for teachers to have a clear view of the standards pupils are achieving or of the progress they make. Some examples of pupils' work are beginning to be retained but teachers do not consistently reference these examples to the levels of the National Curriculum. The school has already identified the priority of using the successful models for assessment in English, mathematics and science to be extended across the whole curriculum as soon as possible.
41. Children in the Foundation Stage benefit from being in a happy and caring environment in which they feel valued and secure. These factors protect children against early failure and low self-esteem. Classroom assistants support children particularly well, monitoring progress in all aspects of work and play. Procedures for assessing what children can do are thorough. Teachers and their support assistants work well together to observe and make regular assessments of what children can achieve. This information, together with the data from the local education authority's entry to school programme, are used well to chart and track children's development.
42. The support and care for pupils with special educational needs are good. The school's policy of early identification and intervention enables pupils' needs to be addressed at the earliest possible stage. In this respect, the co-ordinator for special educational needs makes very good use of her role as Foundation Stage co-ordinator and there are close contacts with the many pre-school institutions that pupils attend. Senior staff in the school, which includes the co-ordinator, maintain a very regular and thorough monitoring overview of pupils' progress. In the classroom, teachers and support staff have very effective relationships and work closely together to ensure work is well matched to pupils' needs and that pupils are able to meet the targets on their individual education plans. Targets are clear and precise and indicate the next small steps in pupils' learning. They include literacy, numeracy and personal and social skills. The school works effectively with outside agencies such as the language and learning support services of the local education authority, the behaviour management support team and the educational psychologist to provide well matched support for those pupils with specific special educational needs. Pupils' targets are regularly reviewed and annual reviews for pupils with statements of special educational needs are appropriately organised and recorded.



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

43. Parents who responded to the questionnaire and attended their pre-inspection meeting were very supportive of the school and all that it does for their children. In a good response, all parents were pleased with the quality of the teaching and leadership and felt that staff were very approachable. Almost all felt that their children were making good progress, that behaviour was good and all agreed that the school helped their children to become mature and responsible. Most felt that the school worked very closely with them. The only areas in which there was a little dissatisfaction were the range of extracurricular activities and the range of information about children's progress. The findings of the inspection support the parents' positive views. The quality and range of extracurricular activities are good. Information about pupils' progress was found to be very good.
44. The school has developed very good links with parents which is an improvement on the findings of the last inspection. The information it provides for them is very good. The prospectus and governors' Annual Report to parents are clearly written and presented in a readable style. Advanced information is given to parents each week to enable them to help their children with their learning. Useful guidelines are distributed to all parents on reading and mathematics. Newsletters are frequent and friendly in tone. Teachers visit all new pupils at home before admission. Most parents have signed the home/school agreement. The school has devised its own questionnaires for parents to enable them to express their views. Curriculum workshops are held regularly. Parent governors are very active members of the governing body. A very good number of parents help in school on a regular basis and more on trips and visits. The Amenities Association runs a good range of social and fund-raising events each year and has raised substantial sums for equipment to enhance children's learning. Parents have organised a Walking Bus.
45. Parents are kept well informed about their children's progress. Home/school books are used well as a means of dialogue between home and school. Reports are good: they offer targets for improvement and helpful information on progress, although they do not offer the opportunity for pupils or parents to comment. Targets are agreed at consultation meetings after the reports. An appropriate number of consultation meetings are held each year and these are well attended. Parents feel that teachers are always willing to talk to them informally about their children's progress. Each class has a useful message board for parents to give any important notes to teachers.
46. The parents of pupils with special educational needs are well involved with the provision made by the school for their child. The co-ordinator for special educational needs and class teachers seek to involve parents actively in the regular review process and strongly encourage their co-operation. There are very positive links between the school and the parents of children in the Foundation Stage. Teachers give good guidance to parents to ensure that they know how to help children learn, and the school benefits from the large number of parents who help in the classrooms on a regular basis. Parental support for reading is strong and helpful

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

47. The leadership of the headteacher is very good, and several important strengths have been maintained since the last inspection. The headteacher has a clear vision for the improvement of the school which is based on improving standards, especially in English, mathematics and science. The main strength in her leadership has been the way in which she has enabled and encouraged all involved in the school's work to share her vision for continuing school improvement. She has ensured that parents, teaching and non-teaching staff and governors are involved in the process of developing the school and monitoring its effectiveness. As a result, there is a very good commitment and capacity to succeed.

48. Staff and resources are managed very well. The headteacher is supported very well by the deputy headteacher and other senior teachers. Procedures for informing the staff and involving them in decision making are good. This is done through regular staff meetings and the work of the senior management team is effective. The contribution of the co-ordinators of English, mathematics and science is good, but aspects of the roles and responsibilities of other subject co-ordinators are insufficiently developed. Performance Management procedures are very well implemented. They bring clear coherence to the whole school development process. The objectives for individual teachers are related both to their subject responsibilities as outlined in their subject action plans and in the overall school development targets. The process of classroom observation and review of objectives is taken seriously and done thoroughly. The process has highlighted several professional development opportunities, which has added significantly to the quality and expertise of the teaching staff. The headteacher's own developmental targets are also clearly related to school improvement priorities. Staff development procedures are now well organised and this addresses a shortcoming identified at the last inspection. A further strength is the way in which Performance Management processes have been extended to include support staff. This has helped to increase their professionalism and commitment to the school and has contributed to the good morale evident in the staff team. The thoroughness with which the current building work has been managed in order to minimise disruption and to ensure the safety of pupils, parents and members of the local community is evidence of the headteacher's considerate and caring approach.
49. A further strength in the headteacher's leadership of the school has been the way in which she has given the school a high profile in the local area. Good links have been established with the several playgroups which feed the school and also with the adjacent junior school. Links with a local Beacon school support and encourage work in information and communication technology well. The headteacher is also a member of a local education authority project to improve the attainment of lower achieving pupils in mathematics in the borough.
50. The work of the school is effectively directed by a clear school improvement plan. A strength of the management is the way in which this is at the heart of the school's work. It informs Performance Management procedures and staff and governors' meetings. Strengths in the current plan are the way in which it provides an outline for development for the next three years, and the way that it brings all aspects of the work of the school, including curriculum, personnel and buildings and premises together. Good opportunities have been provided for all involved in the school to contribute to the work of reviewing and evaluating progress made in addressing the priorities in the previous plan and also to determine the school's future work. Procedures for monitoring the overall implementation of the school development plan are good.
51. The governing body makes a very good contribution to the leadership and management of the school. Strengths here identified at the last inspection have also been maintained and consolidated. Governors demonstrate a commitment to the school and several use their personal interests and expertise very well. Several have undertaken useful governor training. The way that school issues are discussed in the active committees and then in the full governing body is effective and provides governors with a good view of the school's work. This is extended through well organised and useful visits to observe daily practice. Governors have undertaken useful discussions about their approach to monitoring and reports to meetings show that monitoring visits are informative for governors and perceptively identify strengths and weaknesses in aspects of the school. Governors have assumed responsibility for the oversight of different subjects and aspects of the school, and these and the priorities in the school improvement plan helpfully determine the focus of their monitoring visits. The school particularly benefits from governors' support and involvement in the financial management of the school and in overseeing the current building programme. The governors are well informed about school events through the comprehensive reports provided by the headteacher. These contain reference to the standards pupils achieve, school improvement and personnel issues. Issues are very well discussed and decisions made where appropriate.

52. Financial planning is good. There are clear links in the school improvement plan between priorities and budget allocations and the priorities have been carefully costed. The school and the governors' finance committee are well supported by a knowledgeable and effective financial administration officer. A recent local authority audit judged that the school's financial systems were secure and being effectively managed. Procedures for devising the annual budget and for monitoring progress through it are secure. Funds allocated for the provision of pupils with special educational needs and for staff training are used well. Teachers and support staff have attended a wide range of in-service courses which has added significantly to their effectiveness and expertise.
53. The school has a good view of best value in its work. The school carries out a careful and detailed analysis of the data provided by national test results and has a clear view of how well the school is doing compared with all and similar schools. In the planning for the current significant building programme and in the quotations for the new lap-top computers and servers, the school has ensured well that it gets good value for money as purchases are made.
54. The school has developed effective procedures for monitoring the quality of curriculum provision and teaching and learning in English, mathematics and science. This was also a strength noted at the last inspection. There is a detailed monitoring programme which shows when subjects are to be the main focus or receive a light touch over a two-year period. Procedures for monitoring the effectiveness of the work in English and mathematics have been very good. This has been achieved through a combination of targeted monitoring by the respective subject co-ordinators, members of the senior management team, and the headteacher. The effect of this has been a significant improvement in the standards pupils achieve in these subjects. However, the monitoring of the subjects other than English, mathematics and science has not been so thorough. The timescale of planned review in the monitoring schedule is too long for some subjects. For example, although some staff meeting review time is planned, physical education will not receive a 'light touch' monitoring until the summer of 2005.
55. The quality of leadership in the Foundation Stage is very good and is largely responsible for creating a key stage which is now a strength of the school. The co-ordinator is very experienced and has a clear vision of the way forward. She is well supported by keen, enthusiastic colleagues who work as a team in bright, stimulating environments. The programme of work in this Foundation Stage is coherent and well planned and assessment techniques are very good indeed. The attractive teaching spaces are well organised to meet the needs of all the children, including those with special educational needs. Overall, the level of resourcing is good. The outdoor resources for the provision of children's physical development are very good.
56. The co-ordinator for the provision for special educational needs has a very good understanding of her role. She works very effectively with all staff in the school to ensure that pupils' needs are well understood and that staff use a good range of strategies and resources to support pupils in their learning. She has particularly effective relationships with pre-school groups pupils' attend and ensures that through good contact with the partner junior school pupils transfer to the next stage of their learning smoothly. Teaching assistants, including special needs assistants, have a good range of experience and qualifications. They are an important factor in the good progress of pupils with special educational needs. Their effective partnerships with teachers ensure they understand pupils' needs well. Their close knowledge of the pupils they support, is fed back to help teachers focus their planning more closely to pupils' needs.
57. The number, qualifications and experience of teaching staff are sufficient to meet the demands of the National Curriculum. Provision of support staff is good. They make a good contribution to the standards pupils achieve and the overall care and welfare the school provides. Procedures for inducting teachers who are new to the profession are very good. The school has had several newly qualified teachers recently. Their induction is taken seriously and is an important priority for the

school. The nominated mentor is knowledgeable and effective. New teachers are provided with useful documentation and good levels of support. They share in activities provided for other new teachers in the borough and have opportunities to observe other teachers in school. They are set appropriate targets and are encouraged and enabled to meet them.

58. Overall, the school's accommodation is satisfactory. Positive elements include the attractive grassed area and the outside resources for children in the Foundation Stage. The two hatted classrooms are unsatisfactory, but the building programme, which is currently being undertaken, will provide two new classrooms from the beginning of the next academic year. Classrooms are relatively small but good use is made of the wider corridor space outside each. The library area is small but well resourced. Overall the provision of learning resources is satisfactory. This was also the finding of the last inspection. Resources for children in the Foundation Stage are good, as is the provision of interactive whiteboards in Year 2 classes. There are appropriate plans to increase the number of computers in the school.

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

59. In order to continue to improve the quality of education provided by the school the governors, headteacher and staff should:

1. **Continue to raise the standards achieved in information and communication technology across the school by fully implementing the current subject action plan and ensuring that:**

- i) opportunities to use information and communication technology skills across the curriculum are more clearly planned and developed;
  - ii) teachers have a clearer view of the standards pupils achieve which are related to National Curriculum levels of attainment;
  - iii) pupils have more regular opportunities to practise their skills on computers.
- See paragraphs 71, 84, 99, 103, 111, 116-119

2. **Continue to raise the standards achieved in subjects other than English, mathematics and science by:**

- i) implementing the agreed monitoring programme and accelerating the pace at which teaching and learning and the standards pupils achieve in all subjects are reviewed;
- ii) further developing the roles of the subject co-ordinators and ensure that they have a clearer view of the standards that pupils achieve;
- iii) devising and implementing procedures for assessing pupils' attainment matched against National Curriculum criteria and for recording the progress they make;
- iv) ensuring that the planned curriculum shows more clearly the progression in the development of pupils' skills, knowledge and understanding which are matched to National Curriculum criteria.

See paragraphs 7, 22, 40, 48, 54, 103, 107, 111, 115, 123, 127, 131

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

- Make pupils more aware of the culture and lifestyle of the other ethnic groups that make up our own multicultural society. See paragraph 34

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	15	12	2	0	0
Percentage	0	19	42	33	6	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	8

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y2
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	30

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	5

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	8

## Attendance

### Authorised absence

	%
School data	4.0
National comparative data	5.4

### Unauthorised absence

	%
School data	0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	42	31	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	39	42
	Girls	30	30	30
	Total	67	69	72
Percentage of pupils at NC level 2 or above	School	92 (90)	95 (95)	99 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	41
	Girls	30	30	30
	Total	68	69	71
Percentage of pupils at NC level 2 or above	School	93 (93)	95 (93)	97 (95)
	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	179	0	0
White – Irish	1	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	8
Number of pupils per qualified teacher	25.5
Average class size	29.1

**Education support staff: YR– Y2**

Total number of education support staff	9
Total aggregate hours worked per week	153

**Financial information**

Financial year	2001 – 2002
	£
Total income	430340
Total expenditure	422255
Expenditure per pupil	2090
Balance brought forward from previous year	15314
Balance carried forward to next year	23399

**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	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	189
Number of questionnaires returned	89

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	0
My child is making good progress in school.	61	36	1	0	2
Behaviour in the school is good.	57	40	1	0	1
My child gets the right amount of work to do at home.	48	42	7	0	3
The teaching is good.	67	30	0	0	2
I am kept well informed about how my child is getting on.	48	39	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	28	1	0	0
The school expects my child to work hard and achieve his or her best.	63	33	1	0	3
The school works closely with parents.	47	48	3	0	1
The school is well led and managed.	80	17	1	0	2
The school is helping my child become mature and responsible.	70	29	0	0	0
The school provides an interesting range of activities outside lessons.	39	43	10	0	8

### **Other issues raised by parents**

- Parents are pleased with the high standards that pupils achieve.
- The teaching assistants give pupils good support.
- Behaviour is good.
- The school provides good information for parents.
- There is good provision of after-school activities.

## **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**

60. When children enter the school they show a broad range of abilities. The results of the local education authority's entry to school assessment tests show that, in most areas of learning, children are attaining standards that are similar to those expected for their age, but with below average attainment in speaking and listening and their personal and social development. The school admits children from a large number of pre-school groups in the immediate area, and the very good induction processes enable them to settle in very quickly. At the time of the inspection, 67 children were being taught in two parallel Reception classes and ten were in a class with Year 1 pupils. One child in the Reception year attends part-time.
61. The provision for children in the Foundation Stage is a strength of the school. Children make good progress due to good, and sometimes very good, teaching and learning. As a result of this, overall, they achieve well for their ability, developing skills progressively through the Foundation Stage. This represents a significant improvement in standards since the last inspection. The key issue raised in that report, which referred to the need to improve the provision and organisation for children under five, taking particular account of the needs of younger children, and providing an appropriately integrated curriculum based on the areas of learning, has been fully and successfully addressed. Children now benefit from being in a very purposeful, happy, calm and caring working environment.
62. In Year R, most children are on course to exceed the Early Learning Goals in most areas of learning. Standards in speaking and listening and in children's personal, social and emotional development are average. This represents good progress in their all-round learning. More able pupils work solidly within Level 1 of the National Curriculum in all areas of their learning. Particular strengths include the very good support for children's personal, social and emotional development, which underpins the high standards that are achieved for the school as a whole. Children and adults work together very harmoniously and form very good relationships. Links between the assistants and teachers are very good: everyone is clear about what they have to do and all staff are involved in assessing the children's development. The school makes very good use of assessment information to plan children's learning. The development of speaking and listening skills is good, resulting in at least average language and communication skills by the end of the Reception year. Physical development is well planned and makes very good use of the excellent outdoor facilities.

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

63. When they begin school, children's personal and social development is below average. Most make good progress to achieve average standards by the end of the Reception year. A strength in children's achievement relates to the development of their concentration and ability to co-operate. A significant strength is the very good relationships between adults and children. This helps children to develop very positive attitudes to learning.
64. The quality of teaching and learning in this aspect is good overall. Opportunities for children to think about and plan activities for themselves are good and this enables them to develop their independence. Overall, very good planning, organisation and management of children allow adults to focus their attention on small groups of children. As a result, children are engaged in tasks for longer periods of time. Teachers keep very good records of children's development. The general atmosphere in each of the classrooms encourages the development of children's confidence and curiosity. The adults treat the children and each other with respect and this has resulted in the development of trusting and caring relationships. Children learn to separate themselves from their parents and carers due to the good links with home. Throughout the

Foundation Stage, teachers give a high priority to role-play as part of children's social and emotional development. Staff are sufficiently skilled in knowing how and when to intervene in children's play. During the inspection, the classroom areas were arranged as florist shops and the shed in the secure area as a garden centre. Very good opportunities were provided for children to act out the scenario in these establishments and much of the dialogue replicated the discussions which parents might have when visiting them. The visiting inspector was frequently invited to buy a bunch of flowers. Adults use informal opportunities to help children to learn about right, wrong and rules. Again, the outdoor traffic circuit provided a good example, individuals being reminded that the circuit went in a particular direction and road safety rules were very important.

65. Very good progress is made in dressing and undressing themselves independently and children manage their own personal hygiene to a very high standard. Time is used effectively; children quickly learn the routines and apply themselves to the tasks. They soon learn how to take turns. Several good examples of this were observed during the inspection, including one when the children were leaving morning assembly and two children were anxious to let each other leave first. Another occurred when children were using the traffic circuit in the outdoor area. A visiting inspector was about to cross the area when he was invited to use the crossing to avoid having an accident! Recently circle time has been further developed across the school. It is used well to promote children's personal development. During one particular session, the aim was to raise the self image of the group and allow children to articulate their feelings and thoughts. Most of the group spoke up with confidence. When asked what made them sad, one boy replied that he felt sad when someone died. Careful teaching moved this discussion forward by asking how children could then be helped to feel happier. A non-threatening, quiet period of reflection such as this when children initiate ideas and speak within a familiar group enables all the children to develop personal and social skills.

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

66. Attainment in this area of learning is below average when children start in the Reception Year. However, children, including those with special educational needs and the more able, make good progress and achieve well. Teachers ensure that more able children have the opportunity to work within the first level of the National Curriculum.
67. Overall, children start school in the Reception classes showing below average speaking and listening skills. By the time they leave the Foundation Stage, standards in speaking and listening are average. Standards are broadly similar for both boys and girls. Overall, children listen very well and respond to stories and discussions with interest, often asking relevant questions. Most learn to interact with others, speaking clearly and with confidence. They benefit from listening to taped stories during their choosing sessions and can respond promptly to questions about them. When starting school, children show a mixed range of experiences with books and reading, some have had little experience. They make good progress and develop positive attitudes. Their attainment in reading is good.
68. Children's understanding of how to write is broadly average when starting school. By the end of their time in Reception, they have made good progress and most are achieving above average standards. Children can distinguish between print and pictures in their own work and they use their knowledge of phonics to write simple words and clearly have the idea that there should be spaces between words. More able children write several linked sentences. As part of their work during the inspection, children were re-writing the story of the giant in *Jack and the Beanstalk* in their own story books made by the teacher. Over the period of a few days, several pupils of mixed ability produced good efforts which they were really pleased and excited about. Teaching and learning of writing are good, showing good planning and high expectations for different ability groups. Writing is practised regularly and this is the key to good progress. There is a good balance between worksheets and independent writing, thus allowing children to write for a good range of imaginative and factual purposes in both formal lessons and play situations. As a result,

children understand that writing is a tool for communication. Progress in developing knowledge about sounds and letter names is good and is regularly assessed. Good progress is made in pencil control. During the inspection, there were insufficient opportunities for pupils to use computers to support their writing.

69. The quality of teaching and learning in all aspects of children's language work is good. Teachers and assistants often ask good, challenging questions. Moreover, there is a strong emphasis on widening the children's vocabulary, confirmed by visual stimuli evident, not only in the Reception classrooms but around the school generally. Children are quickly introduced to books and become familiar with a range of stories and rhymes. The quality and range of books are good. Planning shows good development of phonic skills and the introduction to reading is clear and effective. It is evident from the record books that most children receive very good support from their parents. When questioned, all the children expressed positive opinions about their books and enjoyed reading them. Teachers make good use of big books for shared whole class reading. Children are aware of the main components of a book, pointing out the name of the author and the title of the book and understanding quite clearly that print is followed in a particular way. *Jack and the Beanstalk* was the text during the week of the inspection. This was a very popular story which was followed closely and re-enacted with gusto. Children quickly learn to use the library and good and effective efforts are being made to get boys interested in books.

### **Mathematical development**

70. Children enter the Reception classes with broadly average understanding of numbers, counting, shapes and measurement. Progress and achievement are good. Most children are achieving standards that are above those expected for their age. Children confidently grasp how to do addition and work on subtraction skills and their understanding and use of mathematical language are developing well. Number rhymes are used to help children with their counting and ordering. During a mental mathematics session, children displayed good recognition of all numbers up to ten, even when they were jumbled up. Almost without exception, the children were able to answer when asked to name a number more than, or less than, another. Their concentration during this period was very good indeed. Subsequently, addition of numbers up to ten was usually accurate and, conversely, they were able to subtract smaller numbers from larger numbers, again up to ten. In the water tray, ten bottles, all labelled, were available to fill and explore, reinforcing the concepts covered earlier in the lesson. There were good opportunities to promote learning through building upon children's natural curiosity through play, as seen in the florist's shop where small cash registers were available and real money. Children record their work in a variety of ways and there is no great reliance on worksheets.
71. The quality of teaching and learning in this area is good. There is appropriate and effective extension into work provided in the National Numeracy Strategy. Overall, planning is good and, in all the classrooms and surrounding areas, there were mathematical displays to encourage interest and improve recognition. A good example of this was one of machines and objects created from two dimensional shapes, an activity taking place under the supervision of one of the well-qualified teaching assistants. Using children's own knowledge of stories and rhymes, the 'Three Bears' had been painted and cut out, together with their beds, and made into a large display to emphasise 'larger than' and 'smaller than'. As an introduction to symmetry, the scrutiny of work provided evidence that, in creative development, the children had produced large butterflies. Although information and communication technology was in use during the observations, the program were not linked directly to mathematics and there was no evidence that suitable program were a regular feature of the work.

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

72. On entry to Reception, children demonstrate average knowledge and understanding of the world. They make good progress in the Reception classes, due to the overall breadth of their

experiences and are on course to reach above average by the end of Year R which shows good achievement.

73. The quality of teaching and learning is good. Work is well planned so that children can develop a growing understanding about their lives, with some work about the cultures and lifestyles of others. Opportunities for children to learn about different cultures were in evidence during the inspection week, in particular, their study of Japanese culture and Japanese Children's Day. Examples of clothing and writing were displayed to their best advantage and children had attempted to reproduce paintings of the iris, a Japanese national symbol. Children had good opportunities to use computers to improve their learning. Their use is linked directly to the topic of the moment. At the time of the inspection, this was 'Growth' and children were using a software program to attach the various parts of a plant together. Pupils were dextrous using the mouse to direct the cursor, carrying the parts of the plant across the screen to attach to the stem. On a practical level, the children were learning that plants grow from seeds and they were finding out what a broad bean seed would need in order to grow. Linking the work to '*Jack and the Beanstalk*' enabled the teachers to stimulate interest and relate it to a story the children knew very well.
74. Finding out about themselves, their families and the immediate area form the basis of a lot of the work during the Reception year. They find out about their early lives and how they have changed. Well known local people visit the school, for example, the policeman and road safety officer, and the experiences are related directly to their own play situations on the outdoor circuit and elsewhere. Different environments are explored to broaden their understanding of the world, for example, Tillgate and Nork Parks and Brooklands transport museum. By finding out about wild animals, they begin their discovery of the wider world. Children use construction apparatus to great effect, both in the classrooms and outdoors. It is a very popular activity. Good opportunities are provided to investigate senses as seen when the children were creating baked bean parcels. Under supervision, the children opened the can, cut out the 'cake' shapes from bread, applied the margarine and prepared the parcels for cooking. They learn to appreciate how the heat from cooking can change foods such as bread and cheese. They also learn to appreciate their ability to taste as they ate what they had cooked!

### **Physical development**

75. When starting school, children show average physical skills. They make good progress in developing eye and hand control, especially with pencils. Progress and achievement are good. Most are on course to exceed the Early Learning Goals by the end of the Foundation Stage. Furthermore, the good quality plans for physical development show that much of the Reception work is linked to early National Curriculum levels, which shows higher than average attainment.
76. The quality of teaching and learning is good. Hand and eye skills are developed through a wide range of activities, which allow children to use different tools and experiment with malleable materials, such as play dough. Learning how to use pencils and crayons is good. Planning is good and there are opportunities to develop a good range of skills in the outside play areas, including riding bicycles, controlling vehicles and developing balance and agility on climbing apparatus. In the hall, children move with confidence, imagination and in safety. Working with bean bags and quoits, the children practise their pushing, patting and throwing skills. They co-operate well and eagerly demonstrate their skills to each other. Assistants work very well with the children, in particular, those with special educational needs. The very good use of time means that children practise skills on a frequent and regular basis and so skills are built up progressively. The range of resources for physical development is very good, in particular, the outside area. Here, children have regular opportunities to use a very good range of climbing and riding equipment in a large area that has been made interesting by a number of useful markings, such as the car-circuit.

## **Creative development**

77. When starting school in Reception, children have broadly average creative skills. In the Foundation Stage, their progress and achievement are good. Most of the children are on line to exceed the Early Learning Goals. The quality of teaching and learning is good. Teachers understand about this area of work and have good plans that help children to grow in confidence and try many new things. The general standard of display in the Reception classrooms is very high, being largely the work of the children themselves displayed to its best advantage. Musical opportunities include singing familiar songs and playing percussion instruments, but there is no free choice area where children can explore different sounds independently. Role-play is very well organised to develop children's imagination and wider language and social skills; this is a strength of creative development.
78. Good examples of learning in creative development were evident throughout the time of the inspection in the use of different media to broaden experience. Painting, either for imaginative purposes, as in the 'Under the Sea' studies, or in the style of Monet, is of a satisfactory standard and children are given opportunities to mix colours and select paintbrushes for themselves. Cultural development is satisfactory as confirmed by the work completed in conjunction with the Japanese topic. The development of children's imagination in painting is good, with strong links to language skills, the 'Three Bears' story being a good example of this. Overall, children use a good range of resources and experience many different techniques.

## **ENGLISH**

79. Overall standards in English are above average. Standards in speaking and listening and writing are above average and standards in reading are well above average. This is broadly in line with the results of the national tests for seven-year-olds in 2002 and broadly matches the school's own predictions for pupils' likely achievement in the tests in 2003. Standards have improved since the last inspection. Most pupils enter Year 1 achieving average standards in all aspects of the subject, and most make good progress and achieve well by the end of Year 2. Pupils with special educational needs have their needs quickly identified sometimes before they enter the Foundation Stage. This enables the school to support them from a very early stage and assists the good progress they make in their learning.
80. In Year 2, pupils achieve above average standards in their speaking and listening. They receive a good range of opportunities to contribute orally to whole class discussions and to share their ideas with other pupils in the class both in paired and group work. This helps pupils to develop their confidence well and they take part with enthusiasm and interest. The school has emphasised the use of oral activities to support the development of pupils' ideas for their writing. This was seen in a mixed Year 1 class. Pupils were well supported by the teacher and teaching assistant and talked together productively to consider what Jack might say in a letter to the Giant about his theft of a golden hen. More formally planned opportunities are given for pupils to prepare short talks to the rest of the class and to record their reading of their own poems. This enables pupils to develop their skills of speaking to different audiences and higher attaining pupils extend their responses in class to a good level of detail and use a wide range of expressive and descriptive vocabulary. Whilst most pupils listen attentively in class and concentrate well in their lessons, a small number of pupils, mainly boys, need reminders and encouragement to pay good attention. Pupils with identified speech and language and listening difficulties are given well focused additional activities and good habits of listening and speaking are effectively encouraged. Pupils' speaking and listening skills are further enhanced by additional opportunities such as whole school productions and class assemblies.
81. By the age of seven, standards in reading are well above average. Work in Years 1 and 2 builds successfully on good preparation done in the Foundation Stage. Here, children gain a secure knowledge of sound patterns and structures and this provides a good basis on which they

can build. Most pupils in Year 1 are confident in their use of phonics to help them read unfamiliar words. Almost all pupils in Year 2 are able to read simple books and understand how books are organised. Higher attaining pupils are confident and independent readers with a genuine enjoyment in reading. They are able to talk confidently about the books they are reading, giving brief summaries of the plot and simple reasons why they enjoyed their favourite book. There is real enjoyment of the stories all pupils share in class and, as a result of their teachers' effective story-telling, there is often a hushed, enthralled silence as they are caught in the excitement of the story. During the week of the inspection, pupils in Year 2 were thoroughly involved in the 'wicked' tricks of the Enormous Crocodile and, as a result, were able to explore how authors make stories more interesting and exciting. Whilst some higher attaining pupils are able to explain clearly how books are organised in the library, other pupils are not familiar with the simple coding systems the school uses. This sometimes restricts the use of the many attractive non-fiction books available to them in the school's library. Most pupils are able to use simple dictionaries to help them in both their reading and their writing.

82. Most pupils are achieving standards in writing that are above those expected for their age. These good standards have been achieved because the school has identified the development of pupils' skills in writing as a priority and has given a particular focus to non-fiction writing. This focus has had a beneficial effect on pupils' range of writing, which is now good. This range of writing includes retelling of familiar stories; personal writing about holidays and items of news; instructions on how to make a clay mould and what to do if the fire bell rings; simple letter writing; descriptive writing about the weather; simple poems about animals and accounts of visits. There is a good amount of written work in pupils' books. Higher attaining pupils often write at a good length for their ages and use a wide range of vocabulary. Both higher attaining and average pupils have secure understanding of how to write simple sentences accurately. Some higher attaining pupils are beginning to select words to make their writing more interesting and sometimes to use a more complex form of sentence structure.
83. Most pupils use basic punctuation and spell simple familiar words accurately and some are confident with more complex words and range of punctuation. Average pupils write simple sentence statements, which, while communicating meaning clearly, do not always achieve fluency. Lower attaining pupils usually communicate meaning but mainly in simple phrases or statements. The range of vocabulary used by average and lower attaining pupils is generally based around what is familiar and teachers recognise the need to extend the range of vocabulary pupils use in their writing. Most pupils understand that writing can be organised differently for different purposes.
84. The levels of accuracy in pupils' writing, in both spelling and the use of basic punctuation are variable in both average and lower attaining pupils. The school has recently focused on achieving a whole school style of writing, which pupils will be able to use throughout their primary stage of education. The development of a style which is also taught in their partner junior school has been successful and a joined style of handwriting is taught from an early stage. Most pupils are joining letters most of the time by the end of Year 2 and while some are at an early stage in acquiring fluency, most are achieving general consistency of size and a clear formation of letters. Most pupils try hard to achieve neatness and take care with presentation of their work. Whilst there is evidence of pupils planning, drafting and improving their work, there is limited evidence of the use of information and communication technology to support them in this aspect of their work and in its presentation.
85. The development of literacy across the school is good overall. Teachers provide good opportunities across a range of subjects for pupils to discuss their work together and use questions well to encourage pupils to offer ideas and information. This is particularly effective in personal and social education such as when pupils in Year 2 discussed ideas such as how to maintain their school as a healthy place. In Year 1, pupils talked about how they could help one another and be responsible for aspects of their own lives. In science, pupils learn how to organise their recording



of their investigations appropriately and in geography, they annotate diagrams and maps. There are useful links with literacy in history when pupils write about the Great Fire of London and in their geography when they write about the Isle of Struay. There is good attention to handwriting and presentation in all subjects of the curriculum. There are some missed opportunities for pupils to practise their literacy skills in their recorded work in religious education.

86. Teaching and learning are good overall and have maintained the standards seen in the previous inspection. Some very good teaching was also seen during the inspection. Strengths of the teaching include the thorough planning which often includes detailed plans for the work of teaching assistants with individuals and groups of pupils. This ensures that there is an effective, and in the best teaching very effective, partnership between teachers and their support staff. As a result, lessons maintain a purposeful and productive pace with a clear focus on pupils' learning throughout. In most, but not all, lessons pupils are given a clear understanding at the start of the lesson of what the teacher wants them to learn during the lesson. Where this is clearly communicated, it helps pupils to know where they should concentrate their attention and also helps them assess their own learning. Teachers are confident in using the elements of the National Literacy Strategy in the classroom, particularly in the teaching of phonics and word building. This has a good effect on pupils' reading skills and their confident use of their knowledge to read unfamiliar words. One of the strengths of all teaching is the good relationships between staff and pupils. Pupils are highly valued and respected and, as a result, develop their confidence well.
87. In a very good lesson in Year 2, the teacher combined a very secure and confident knowledge of her subject with an energetic enthusiasm which involved all pupils thoroughly in their exploration of the character of the Enormous Crocodile and his friend Notsobig. Very good planning for the teaching assistant and the teaching assistant's personal expertise ensured that pupils of all abilities were able to make very good progress in devising the next tricks and plans of the wicked crocodile.
88. Since the last inspection, the school has focused on the marking of pupils' work and has established a generally consistent system which gives an equal priority to supportive encouragement and the identification of the next stages of pupils' learning. In a few examples of pupils' work, the system was not fully consistent. Teachers and teaching assistants discuss and assess pupils' work with pupils and help them improve both in individual and whole class sessions. Homework is part of a regular routine which pupils understand. Handwriting, spelling and reading are included on a weekly basis. Where there are minor weaknesses in teaching, they are reflected in the sometimes rushed plenary sessions where there are missed opportunities for pupils to reflect on and consolidate what they have learnt and for teachers to reinforce the focal points of the lesson.
89. Curricular planning successfully incorporates the main elements and skills of the National Literacy Strategy. The grouping of pupils by ability in Year 2 enables teachers to take an effective and more focused approach in their literacy lessons. The curriculum is well enhanced by the Early Literacy Support programme and the additional phonics programme which are effective in helping pupils develop a secure basis for their reading and written work. Assessment procedures are very good. A particular strength is the careful monitoring and tracking of pupils' progress. Teachers, co-ordinators and senior staff have a very clear understanding of each pupil's development and this is very well used to create relevant priorities for the further development of pupils' skills. The results of national tests, ongoing reading assessments, termly pieces of independent writing and identified opportunities to assess speaking and listening, provide a firm basis for teachers to plan pupils' work and set relevant targets.
90. The subject is very well managed by a teacher who is herself a very good practitioner. She uses her expertise and enthusiastic energy to create clear useful priorities and to provide a coherent whole school approach through well organised training and guidance. There is very thorough monitoring of both teaching and learning, planning and pupils' work and a good level of

informal discussion with all year teams and colleagues in the classroom. Resources in English are good particularly the resources used for literacy lessons and reading schemes. The range of fiction available for pupils to choose independently in book corners whilst satisfactory is not always bright and attractive. The school has an attractive and well organised non-fiction library which is well used for hearing reading but not all pupils understand how to use its resources independently. The curriculum is well enhanced through a good range of additional opportunities which include visiting theatre and puppet companies, book fairs and celebrations of World Book Day and World Poetry Day. Although there are generally satisfactory opportunities for pupils to develop their information and communication skills, there are some missed opportunities for pupils to develop further their editing and presentation skills. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are enthralled with exciting dramatic, story telling, they consider the actions of characters, such as Jack's theft of the golden hen and the giant's feelings and, through their shared texts, develop their knowledge of the traditional tales of their own culture.

## MATHEMATICS

91. In Year 2, pupils achieve standards that are above average for their age. This is broadly in line with the results achieved in the national tests in 2002 and the school's targets for achievement in the 2003 tests. There has been a continuous improvement in standards since 1999 with a more rapid rise into 2002. The current judgement also represents an improvement since the last inspection when standards were judged to have been average. Pupils with special educational needs also achieve good standards for their capabilities.
92. Pupils achieve well and make good progress. An important strength in their achievement is in the way in which their skills in all aspects of the subject are effectively developed. They use what they know and apply it well. For example, they investigate number patterns based on the sequence of odd and even numbers and those of multiplication tables. They are challenged with a very good range of problem solving activities. For example, older pupils were provided with the statement, 'Only even numbers can be halved. Prove it'. They have good opportunities of solving number problems given to them in words. Devised situations, such as the exercise linked in with a Harry Potter story, secure their interest and link well in with their literacy work. Pupils' number skills are also developed well. Almost all pupils use addition and subtraction facts to ten and many extend this to work with numbers to a hundred and beyond. They know the value of numbers with three digits and identify halves and quarters. Work on space, shape and measures is also good. Pupils have good opportunities of measuring using both standard and non-standard units and they know the names of several three-dimensional shapes such as cone, cuboid and sphere.
93. The quality of teaching and learning is good. Important strengths have been maintained since the last inspection. As then, there are currently few weaknesses in teaching. In the lessons observed during the inspection, the majority was good with some that was satisfactory and very good. Across the school, teachers plan well and the lessons follow the recommended format with an oral starter, main activities and a summing up at the end. Teachers' planning shows clearly activities which are well matched to the ability of different groups of pupils. This ensures that the needs of all the class, including the several higher attaining pupils, are met well. The specific learning intended in the lesson is identified and this is displayed on their board and shared with pupils so they know what is expected of them. Teachers manage pupils well and generally ensure that the different parts of the lesson are carefully timed and that activities are changed quickly to help maintain pupils' interest and concentration. Teachers use resources well. Good use was made of a variety of number boards, number squares and counting apparatus, and one teacher effectively used bags of ten balloons to illustrate the value of ten.
94. Further features of very good, effective teaching were seen in a lesson to Year 2 pupils who were sequencing numbers and then investigating magic triangles. The class took part eagerly in a warm up activity which involved counting number sequences by referring to different parts of

their bodies. This was done at an increasing pace. The teacher introduced the main activity very skilfully. An important feature of her teaching was the way in which she challenged pupils very well to think carefully, to discuss their reasoning with their partner and to explain clearly what they had done. Her introduction encouraged pupils of different abilities to undertake their own investigations of triangular number patterns and all made good progress in their understanding. The marking of pupils' work is sound overall. Where it is good, pupils' work is marked regularly and reliably and teachers make encouraging comments to show pupils how to improve their work.

95. Teachers are supported by a useful policy and guidelines statement. The headteacher is currently managing the subject temporarily until a new co-ordinator is appointed. She has ensured that the subject has continued to have a high priority within the school. Mathematics has been the focus of whole school development recently. Standards and the quality of teaching have been monitored very well. There has been detailed and careful analysis of the results of recent national test results and work in the subject has been monitored by school and local education authority staff. The new assessment system that has been recently introduced is very good. Pupils' work is assessed according to key objectives which are clearly matched to levels within the National Curriculum. This is beginning to give very good, detailed information about pupils' attainment and the progress they make. Available assessment data, such as that produced when children enter the school, and the results of the regular unit tests, are used well to provide individual targets for pupils' likely achievement in the national tests for seven year olds. Homework supports the subject well. A whole school programme, which is based on pupils' current work and which provides practical reinforcement activities which can be done with parents at home, has been introduced. This provides opportunities for parents and pupils to comment on their work, and it was an aspect of the school that the parents commented on with pleasure at their pre-inspection meeting. Across the school, teachers make good use of the interactive whiteboards in this subject. For example, they show effectively how number patterns can be built up and displayed and teachers and pupils confidently move pictures and symbols around the screen in order to illustrate and explain working out. This has an important impact on the quality of pupils' response and their overall learning.

## SCIENCE

96. In Year 2 pupils achieve above average standards. This has maintained a strength identified at the last inspection and is similar to the national teacher assessments test results in 2002. Analysis of these results showed that the proportion of pupils achieving the higher Level 3 standard was average, but not as high as might be expected. The school identified the raising of this proportion as a priority for development and has successfully re-organised the science programme of study and set challenging targets for the 2003 assessments. The judgement following this inspection is that these targets are realistic, and that the recent focus on the subject has proved to be effective. The needs of all pupils, including the higher attaining pupils and those with special educational needs, are met well. There is no difference between the performance of boys and girls.
97. Across the school, pupils achieve well and make good progress. The main strength is the way in which, wherever possible, the process of investigation and exploration is emphasised. For example, Year 1 was finding out what plants need in order to grow and the teachers presented the information successfully as an investigation. Using broad bean seeds, the pupils were challenged with growing them in different ways. If water was thought to be needed, then seeds were placed in containers either with, or without water. The same process applied to light and to soil. Analysis of the previous work of pupils in Year 1 revealed that similar procedures had been followed during investigations into simple circuits and changing materials. Year 2 pupils were involved in similar investigations to test out their theories about growth. An analysis of previous work confirmed that the full science programmes of study has been covered also using investigation and enquiry skills as the best means to achieve good progress. Of particular interest was a study of forces through a transport experiment and heating different materials to find out how they would change.

98. The quality of teaching and learning in Years 1 and 2 is good and occasionally very good. Strengths identified at the last inspection, when teaching was judged to have been at least satisfactory and usually good, have been maintained well. Teachers ensure that the concept of the fair test is well established. A lesson in Year 2 where pupils were investigating and observing features of the growth of plants illustrated several other features of effective teaching. The class was introduced well to a series of interesting challenges. These included, finding out whether, for example, big broad bean seeds would grow taller than smaller ones or would have more leaves. The teacher's lesson plan was very detailed, explanations were given clearly and the pupils' commitment to the lesson was secured. Very good links were made with other subjects. For example, work in mathematics was supported as pupils recorded their results on a Venn diagram, and the outcomes from each group were recorded using a digital camera, enabling the teacher to provide immediate feedback to the whole class. As a result of good planning and teaching, all pupils in Year 2, regardless of ability, made good progress.
99. The science co-ordinator is a very experienced teacher with a clear view of the way forward. The changes to planning and teaching of the science programmes of study, initiated during this academic year, are having a positive impact upon standards and progress. Planning in the subject has been re-organised on a two-year cycle enabling pupils in both year groups to study the same topic at the same time. This allows teachers to focus more clearly on the progression of skills and knowledge in a logical and systematic way. The school maintains very good records of individual and group standards. The co-ordinator monitors standards of teaching and learning on a regular basis. Targets for improvement are set at the beginning of the academic year and then reviewed regularly. The subject receives good support in terms of resourcing and enjoys a high profile in the school, as witnessed by the many and varied displays in the classrooms and shared areas. Apart from the example given above, the use of information and communication technology was not observed during the inspection and there was no evidence in the analysis of work that pupils had regular access to it.

## **ART AND DESIGN**

100. In Year 2, pupils achieve average standards. Similar standards were observed during the school's previous inspection. During the time of the current inspection, it was only possible to observe two lessons being taught. Judgements are based on the two lessons seen, pupils' work on display and in their folders, and scrutiny of teachers' planning. Pupils with special educational needs attain similar standards to their classmates.
101. Across the school, pupils achieve satisfactorily. Analysis of pupils' work and teachers' planning over the year indicates that pupils explore an appropriate range of media and techniques. Pupils in Year 2 develop their understanding of the process of printmaking appropriately as they sketch and plan colours and designs before they make shapes on a polystyrene tile. Other pupils achieved a good level of detail in their drawing of the patterns in the segments of an orange. A further strength is the way in which clear links are established with work in other curriculum subjects such as science, history and geography. In science, for example, the focus on the observational drawing of plants and fruit enabled pupils to appreciate shape and colour and to understand their structure more effectively.
102. The quality of teaching and learning is satisfactory overall but with some good elements. Teachers emphasise the use of appropriate vocabulary and pupils are encouraged to use and to understand words such as shading, tone and in relief. In a good lesson in a joint Year 1 and 2 class the teacher carefully encouraged pupils to observe the shape and detail of plants and gave clear guidance as to the use of pencils to achieve soft and hard effects. This helped some higher attaining pupils to use contrasting light and dark lines to outline the shape of leaves. Similarly useful guidance was given to a Year 1 class where the teacher used her own self portrait to demonstrate to the class how she had tried to use a range of marks to identify light and dark areas.

Teachers' planning indicates that there are good opportunities for pupils to discuss their work and to make their own choices about design and colour in these activities.

103. Planning in the subject now follows the nationally recommended scheme of work. This has been a satisfactory response to the key issue from the last inspection which noted that the creative subjects in the school were not sufficiently developed. However, the way that the curriculum is organised is not sufficiently tight to ensure the progressive and systematic development of pupils' skills. The co-ordinator for the subject is new to the role but is developing her understanding appropriately and is using her specialist knowledge to identify relevant priorities for the development of the subject. She has begun to make a collection of pupils' work to help provide an overview of the work of the school but this is not sufficiently developed to be useful. She has not yet had opportunities to monitor teaching or planning in the subject but the opportunities have been identified in the school's planned review programme. Resources in the subject are satisfactory and meet the needs of the curriculum appropriately. There is currently too little use of information and communication technology to support pupils' learning in the subject. The subject makes a satisfactory contribution to pupils' spiritual, moral and social development through appreciation and discussion of their own and others' work. The subject does not make a satisfactory contribution to pupils' cultural development because it does not provide sufficient opportunities for pupils to discuss and make observations of the work of well known artists.

## **DESIGN AND TECHNOLOGY**

104. In Year 2, pupils achieve average standards. This represents a decline since the last inspection when standards were judged to have been above average. Because of the way in which the timetable is currently organised, there was no teaching of the subject during the inspection week and, therefore, judgements have been made from evidence of work on display, discussion with teachers and a scrutiny of their planning. Pupils with special educational needs attain similar standards to their classmates.

105. Across the school, pupils achieve satisfactorily. The main strength in their achievement is in the quality of their finished artefacts. For example, the weaving patterns produced by pupils in Year 1 were attractively finished and displayed. A range of fabrics, paper and other materials were used imaginatively to create interesting patterns with contrasting textures. Photographic evidence shows that pupils had carefully measured and cut the wooden weaving frames and strengthened the corners with triangular templates. Other examples of carefully finished artefacts were the Christmas stockings made from felt and appropriately decorated and the wheeled vehicles designed and made by pupils in Year 2. These had been made with dowelling axles with wheels secured with washers made from sweets and they were colourfully painted. There was some evidence of appropriate planning which included a design challenge, such as designing a vehicle for getting people to a disco, and some labelled diagrams of the proposed vehicle. A weaker element in pupils' achievement is in the quality of the evaluations of what they have produced.

106. Although there were no lessons taught during the time of the inspection, evidence from the work on display around the school and from a scrutiny of teachers' planning indicates that the quality of teaching and learning is satisfactory. This was also the finding of the last inspection. Currently, teachers provide an appropriate range of experiences for the pupils and ensure that pupils use a sufficiently wide range of tools, techniques and materials for average standards to be achieved.

107. Teachers are supported by a useful policy statement but there are insufficient guidelines to help them plan their work. Teachers' planning is based on the nationally recommended scheme of work. This has redressed a shortcoming identified at the last inspection. Work in this subject alternates with that in art and design. One topic is planned for each term and the topics covered are shown on a long term curriculum plan. The management of the subject is satisfactory and

although some opportunities have been provided for the co-ordinator to monitor work in the subject, this has been mostly concerned with reviewing teachers' planning. The co-ordinator does not have a sufficiently clear view of the standards which pupils are achieving which are matched to National Curriculum criteria. Assessment is underdeveloped. This was also a shortcoming identified at the last inspection. There are no agreed procedures for assessing what pupils know and can do which are matched to National Curriculum levels. Information and communication skills are not sufficiently developed in this subject.

## **GEOGRAPHY**

108. In Year 2, pupils achieve average standards. No overall judgement of standards achieved was made at the last inspection. Because of timetabling arrangements during this inspection, it was not possible to observe any lessons being taught. Judgements are, therefore, based on an analysis of planning documents and pupils' work, together with discussions with teachers and pupils. Pupils with special educational needs attain similar standards to their classmates.
109. The achievement of all pupils, including those with special educational needs, is satisfactory. The analysis of the work that pupils completed during the past year shows that pupils are given appropriate opportunities for acquiring knowledge and developing techniques. For example, pupils in Year 1 created simple routes on a map, and have reproduced illustrations of their own homes and main buildings in the locality. They have drawn a map of the journey from their homes to the school. Basic mapping skills have, therefore, been introduced and enhanced by visits to Nork shops and Painshill Park. In Year 2, mapping skills have been extended further afield and most pupils, including those with special educational needs, have coloured in and named the countries which comprise the United Kingdom. Mapping the local area has been extended from the work completed in Year 1, and contains far more detail about different types of home and business nearby. Local features have been identified and pupils introduced to how the land and buildings have been developed. Within the school grounds, pupils have produced detailed maps and one high attaining pupil was able to describe in detail the symbols used to denote different things, for example, shrubs and buildings. A 'distance map' had obviously given pupils a useful guide, starting with themselves and gradually moving out to encompass family and beyond. The main topic was a comparison between Banstead and the Isle of Struay on which lifestyles and experiences are so very different. During discussions with pupils, their recall of this was clear and their knowledge of the differences between rural and urban life well developed for their age.
110. The quality of teaching and learning is satisfactory. In the topics covered, opportunities for investigative work and the use of primary and secondary sources for their studies have improved since the new planning arrangements have become more established. Practical, first-hand information about the locality is growing and pupils appear to have a sense of place. The skills needed for good progress in geography, such as observing, recording, and communicating ideas, together with making and using maps and keys are seen as positive improvements since the last inspection. The day-to-day marking of pupils' work is now satisfactory.
111. A new two-year cycle of topics enables pupils to access the programme of study for geography at regular intervals and secures a sound progression of knowledge and skills across the school. The new co-ordinator, who is also the co-ordinator for history, is very keen and enthusiastic and has developed a sound overview of the programmes of study. However, there was insufficient use of information and communication technology in the analysis of work and in discussion, pupils could not give any examples of its use in the subject. The procedures for assessing what pupils know and can do, and recording the progress they make, are insufficiently developed. This was also a weakness identified at the last inspection. The school has adopted national guidelines in the subject, modified to meet the needs of the pupils. The quality of resourcing is satisfactory. Offsite visits, for example, to places such as Kingston market, where pupils remembered the Coronation Stone in particular, and Worthing seaside, supports the curriculum very well.

## **HISTORY**

112. In Year 2, pupils achieve average standards. There was insufficient evidence at the last inspection to make an overall judgement about standards achieved. Pupils with special educational needs attain similar standards to their peers.
113. Across the school, pupils of all abilities achieve satisfactorily and make sound progress. Pupils gain a sound understanding of the topics they have studied and gain a satisfactory appreciation of the effect of changes over time. The analysis of work confirmed that pupils had been involved in a number of different topics during the academic year. A detailed study of flight had introduced pupils to well known pioneers such as Amy Johnson and the Wright brothers as well as the beginnings of space flight with Neil Armstrong. During a discussion with pupils their recall of this particular topic was very sharp and they were able to name all the main characters and describe their contribution. During the inspection, it was evident that pupils in Years 1 and 2 had a sound understanding of aspects of the Great Fire of London.
114. The quality of teaching and learning is satisfactory overall, but it ranged from very good to unsatisfactory. At the last inspection, the teaching of humanities was judged to have been good. Lesson observations, supported by an analysis of work, discussions with teachers and pupils and an examination of planning documents, all confirm that the full programme of study is taught effectively. Where teaching is good or very good, pupils undertake a worthwhile recapitulation of previous work and teachers emphasise well the differences between things now and how they were in the past. Sometimes this surprises pupils. For example, when thinking about fire-fighting in the past, many were amazed to see pictures of horse-drawn fire-engines. Further features of very good teaching were observed in a Year 2 class discussing the reasons for the Great Fire of London. The lesson was introduced well with an effective question and answer session in which all pupils were involved. This reinforced pupils' previous learning and prepared the class well for their new work. Providing pupils with evidence, the teacher challenged them with deciding whether specific statements about the fire were either true or false. There was a brisk pace to this lesson and because there was a fun element to it, pupils' response was very positive. As a result of the strength of the teaching, pupils enjoyed their work and made good gains in their understanding. Where teaching is unsatisfactory, teachers do not manage pupils well or engage or challenge them sufficiently. As a result, the pupils are unsettled and noisy and teachers find it difficult to retain their attention. Pupils make insufficient progress in their learning.
115. A two-year planning cycle has been recently introduced to enable teachers to plan and teach the curriculum more effectively. Planning is supported by a scheme of work derived from published material. The co-ordinator is very keen and enthusiastic, managing geography as well and thus providing a good over-view of humanities generally. The assessment of standards and progress mentioned as a key issue in the previous report has not been sufficiently developed. The co-ordinator has had insufficient opportunities to monitor the quality of teaching and learning and the standards pupils achieve. The resources for the subject are satisfactory. An appropriate range of off-site visits, such as to Brooklands transport museum enhances the subject. There was some evidence that information and communication technology had been used as pupils researched their space travel project and others recorded their opinions and evidence in their writing books using word processing capabilities. However, generally, other opportunities in this area were not sufficiently taken.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. In Year 2, pupils achieve average standards. This was also the finding of the previous inspection. Pupils with special educational needs attain similar standards to their classmates.
117. Across the school, pupils' achievement is satisfactory. The main strength is in the way in which they learn from, and have had the opportunity to use, the interactive whiteboards which are

in the classes of older pupils. The introduction and use of these whiteboards have successfully raised the profile of the subject across the school. During the inspection, older pupils were confident in displaying their work on this larger screen and also using the interactive capabilities to write and move pictures and symbols around the screen. Other pupils have appropriate opportunities to develop their word-processing skills as they write and print instructions for playing a game they have devised and as they write descriptions of 'Five things you might find in someone's pocket'. Pupils write captions for their work and are able to change the colour and size of their fonts and then to print out their work. Other pupils program a robotic toy to move over a specific course and use an art program as they design and colour a Christmas stocking. The main weakness in pupils' achievement is their lack of regular access to appropriate computers. A further weakness is that opportunities to use text and tables are not sufficiently taken.

118. The quality of teaching and learning is satisfactory. There was very little direct teaching of the subject during the time of the last inspection. This has been redressed. Several teachers undertook direct teaching of specific skills during the current inspection. The quality of teaching and learning in all the lessons observed was satisfactory. Teachers' planning is sound and teachers demonstrate good, confident subject knowledge as they use their interactive whiteboards to demonstrate techniques and skills. A whole class lesson to pupils in Year 2 illustrated some strengths in teaching but also some weaknesses in the current approach. The teacher was introducing the use of the shift key and the spacebar and how spaces are very important in texts. The class was managed well and the activity was introduced clearly and effectively. A few pupils were able to practise their skills on some class laptops but most had to 'type' their sentences on cardboard keyboards. This limited the quality of their learning. In other lessons, some pupils were required to wait until later in the week to use the computers to reinforce the skills they had just learnt. This is an important weakness. A further shortcoming is that teachers' planning does not make clear reference to the National Curriculum level of the work which they are doing. The result of this is that teachers are insufficiently aware of how to extend pupils' learning to higher levels.
119. Teachers are supported by a useful subject policy and a scheme of work which is based on the one recommended nationally. This represents an improvement since the last inspection when there was no scheme of work in place. Leadership and management of the subject are sound. Some monitoring of teaching and learning has taken place but the co-ordinator does not have a sufficiently clear view of the standards pupils achieve. The current assessment and recording practice whereby teachers make comments and evaluations on their planning sheets, is not sufficiently detailed or effective. There is no collection of examples of pupils' assessed work to provide teachers with a clearer appreciation of the standards pupils achieve which are matched to National Curriculum levels. Computer skills are used in some other subject areas. For example, in mathematics, pupils explore Carroll and Venn diagrams and, in science, computer generated graphs are produced of the height of pupils in the class and their favourite colours. However, curriculum planning does not show consistently or sufficiently clearly where these links are. Good use is made of the digital camera to photograph pupils and their work in several different curriculum areas. Overall, the level of resourcing is satisfactory. The provision of class interactive whiteboards is good. Classes have their own computers which are supplemented by a bank of laptops. However, the way that the computers were used during the inspection did not allow pupils sufficient access to computers to practise their skills. The school is aware of these shortcomings and has identified the subject as a focus for development in the next year. An order to provide a further bank of laptops has been agreed and financed and is due for delivery later in the term. The subject action plan has identified some appropriate priorities for development, but several planned to be introduced in the autumn term 2002 have not been completed. Staff have undertaken training in the use of the interactive whiteboards and useful connections have been established with a local Beacon school where expertise is shared.



## **MUSIC**

120. By the end of Year 2 pupils attain average standards. This is similar to the judgement at the school's previous inspection. During the week of the current inspection, three lessons of music were seen and pupils were observed singing in whole school assemblies and hymn practice. Judgements are based on these observations and discussions with staff and pupils. Pupils with special educational needs achieve similar standards to their peers.
121. All pupils achieve satisfactorily as they move through the school. When pupils use their voices in assemblies and in class sessions, they show that they are able to follow a melody and hold a tune when singing in simple rounds. In assemblies, there is appropriate use of music to create a calm atmosphere on entry and departure and to extend pupils' experiences of well known composers and music. Teachers' planning indicates that they have appropriate opportunities to appraise and compose a sufficiently wide range of music.
122. The quality of teaching and learning in the subject is satisfactory overall, but with some very good, and also some unsatisfactory elements. At the last inspection, teaching was also satisfactory overall. Teachers generally have high expectations. Pupils receive effective support from both the teachers and the support assistants which encourages their learning. In a Year 2 lesson, the quality of teaching and learning was very good. The focus of the lesson was to help pupils recognise ascending and descending melodies through listening, through visual forms and through movement. The lesson maintained a challenging and purposeful pace throughout and pupils were required to concentrate and to listen carefully in order to participate. They performed an action version of the Grand Old Duke of York with energy and enthusiasm. The teacher established a clear focus on their singing performance by giving good guidance on basic voice control and, as a result, pupils showed a good awareness of rhythm and followed the melody appropriately. Pupils worked together in groups to develop suitable symbols for the movements of melodies of four songs. The teacher made good use of those pupils who received additional music tuition to teach some of the specialist terms and knowledge relevant to the lesson. Where teaching is unsatisfactory, teachers' management of the pupils is not sufficiently secure to enable all pupils, including those with identified listening difficulties, to learn satisfactorily or make the progress expected.
123. Teachers follow an appropriate scheme of work, which ensures that the requirements of the National Curriculum are met and gives appropriate support to teachers who are not specialists in the subject. This has satisfactorily addressed a key issue from the last inspection which identified the need to review existing schemes of work to ensure continuity and progression in pupils' learning and to give sufficient guidance in improving teaching. The management of the subject is satisfactory. The co-ordinator has a clear understanding of her role and has begun to address some of the issues identified in the previous inspection. However, she has a number of additional responsibilities in the school and has to prioritise her use of time accordingly. Monitoring of teaching and review of the subject are planned in line with the whole school cycle of monitoring. A continuing weakness is that there are no procedures in place for assessing pupils' skills and knowledge in line with National Curriculum criteria. This shortcoming was also identified in the previous inspection. The curriculum is appropriately enhanced by opportunities offered to pupils in Year 2 to sing in the choir or to play the recorder and for pupils in Year 1 to take part in song and dance activities. Pupils take part in local schools music festivals and in special celebratory church services. Satisfactory use is made of information and communication technology to introduce recorded music to pupils in lessons and in assembly. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

124. Because of the way in which the timetable was organised, it was not possible to observe a sufficient number and range of activities for an overall judgement about standards achieved to be

made. At the last inspection, standards in gymnastics, games and dance were in line with, and often above, the level expected. Currently, there is also insufficient evidence for a judgement to be made of standards achieved by pupils with special educational needs.

125. In the two dance lessons observed, pupils were made aware of the importance of appropriate warm-up and cool down activities. In the lessons, pupils were practising dance movements to an eight-beat rhythm and most made good progress and good gains in the confidence with which they moved. Most moved purposefully around the hall to the appropriate rhythm in sequences that involved forwards and sideways movements. Some were able to add a clapping sequence to the dance. Several were proud to demonstrate what they had achieved.
126. There was insufficient evidence for an overall judgement to be made about the quality of teaching and learning. At the last inspection, teaching was good and, in some cases, very good. In the two lessons observed in the current inspection, teaching and learning were satisfactory and good. Where the teaching was good, pupils were settled quickly to the activity. The teacher explained the purpose of the warm-up activity. This took the form of a rehearsed dance routine involving hopping, jumping and stretching all done to appropriately rousing music. This provided a vigorously active introduction which was thoroughly enjoyed by the pupils and prepared them well for the rest of the lesson. The dance sequences which involved moving to the beat of eight, hand movements and clapping with a partner, were introduced clearly and very good encouragement was given to pupils who were less confident. All pupils took part enthusiastically in the final dance performance.
127. The subject is managed by a teacher who is new to the school and who is not yet fully aware of the work in the subject across the school. For example, all pupils take part in swimming activities in the nearby junior school swimming pool, but the co-ordinator does not yet have a sufficiently clear view of the content of the swimming programme or of the standards which pupils are achieving. This is a weakness. Planning follows an agreed whole school topic timetable and units from the nationally recommended scheme of work are used. The co-ordinator intends to review the working of the scheme of work during the current year. Assessment is underdeveloped. There are currently no agreed procedures for assessing pupils' attainment or of recording the progress they make in meeting National Curriculum criteria. This was also a weakness identified at the last inspection. Interest in the subject is promoted well by opportunities for pupils to take part in a good range of sports clubs. A football club is run by Fulham Football Club, and other teachers organise a dance club and a pom-pom club. There is a whole school sports day in the summer term which involves running races and novelty events. Resources are satisfactory. A priority for the co-ordinator is to replace some of the larger and heavier gymnastics equipment in the hall. Information and communication skills are used appropriately as useful photographs of in-school and club activities are taken using the school's digital camera.

## **RELIGIOUS EDUCATION**

128. In Year 2 pupils of all abilities, including those with special educational needs, achieve standards that are in line with the requirements of the locally Agreed Syllabus. In the school's previous inspection, similar standards were observed. Because of the way in which the timetable was organised during the inspection, there were no opportunities to observe full lessons of religious education. Judgements are, therefore, based on the partial lesson observed, discussions with Year 2 pupils and teachers about their work and analysis of pupils' recorded work and teachers' planning.
129. Across the school, pupils achieve satisfactorily. Pupils develop a sound understanding and appreciation of stories from the Old Testament of the Bible. For example, pupils in Year 2 recount some of the stories of the Old Testament which are important to both Christianity and Judaism. They are able to retell the story of the flight of the Jewish people across the Red Sea and how Moses received the Ten Commandments from God. In discussion with Year 2 pupils, they

showed that they understood the special function of some religious symbols and were able to identify simple symbols such as the cross and the dove. Pupils know that the church is a special place for Christians and that the Bible is a special book. They also understand that other faiths have special books and special places for worship.

130. The quality of teaching and learning is satisfactory. Teachers' planning shows that, while there is a mainly Christian focus in lessons, other faiths are appropriately included. Teachers make effective links with pupils' own lives when they ask them to consider some simple meanings of some religious rules and what ten good rules they would make for themselves. In a good link with their work in art, they made an illustrated wheel which showed the creation of the world in seven days. Teachers' planning indicates that areas of the Agreed Syllabus are appropriately covered and there are well structured opportunities for pupils to discuss ideas in whole class and group sessions. However, there are some missed opportunities for pupils to reinforce their learning through additionally recording some aspects of their work. Collective worship provides good support for pupils' learning in class following linked or similar themes.

131. The co-ordination of the subject is satisfactory. The co-ordinator is committed and interested in the development of the subject. However, some developments are still in the process of being implemented. For example, the co-ordinator is in the process of updating the scheme of work in line with the recently revised Agreed Syllabus. The subject is monitored according to the whole school cycle for reviewing subjects in the curriculum. The school has good links with the local churches and local clergy are regular visitors to assemblies. Pupils visit the local parish church for special celebratory festivals at Christmas and Harvest. Resources for the subject are satisfactory and usefully supported by the local diocesan loan scheme. A weakness is that there are no systems in place to assess pupils' understanding and knowledge but this is recognised as a priority in the subject action plan. The subject makes satisfactory use of systems of information and communication technology to access the county website for virtual reality visits to different places of worship. The school has a caring and supportive ethos, which encourages pupils to think of others and to be helpful to each other. Together with collective worship and personal and social education lessons the subject makes a good contribution to pupils' spiritual, social and moral development and a satisfactory contribution to their cultural development. The subject meets the requirements of the Agreed Syllabus.

