

# INSPECTION REPORT

**MYTCHETT PRIMARY SCHOOL**

CAMBERLEY

LEA area: SURREY

Unique reference number: 125035

Headteacher: Ms N Jousot

Reporting inspector: Mr J Evans  
20297

Dates of inspection: Monday 31<sup>st</sup> March to Thursday 3<sup>rd</sup> April 2003

Inspection number: 248643

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior with nursery class

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Hamesmoor Road  
Mytchett  
Camberley  
Surrey

Postcode: GU16 6JB

Telephone number: 01252 544009

Fax number: 01252 378728

Appropriate authority: Governing body

Name of chair of governors: Mrs Anji Patterson

Date of previous inspection: 9<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20297	J H Evans*	Registered inspector	Science, Information and Communication Technology; Physical Education; French*	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? English as an additional language. Inclusion.
31758	T Tipper	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32123	P Price	Team inspector	Mathematics; Geography; History; Religious Education; Foundation Stage	
22778	A Shannon	Team inspector	English; Art; Design and Technology; Music	How good are the curricular and other opportunities offered to pupils? Special educational needs;

\*The inspection was originally led by Mr T Neat (20007) who was taken ill during the week. He was replaced by Mr J Evans. Mr Neat inspected French.

The inspection contractor was:

Full Circle Division of Parkman  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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

### **INFORMATION ABOUT THE SCHOOL**

This is an average sized school for pupils aged 3 to 11 years. It is in the village of Mytchett near Farnborough. Most pupils live in the village, but some nursery children come from surrounding areas. There is one class for each year group. At the time of the inspection there were 43 children attending part-time in the nursery and 201 full time from reception to year 6. There are slightly more boys than girls. The school's records show that the attainment of children joining the reception class is broadly average. The percentage of pupils with special educational needs is about average. Three pupils have statements of special educational need. The home circumstances of most pupils are relatively advantaged compared with other areas of the country. The percentage of pupils eligible for free school meals is below the national average. Most of the housing in the area is owner-occupied. Few pupils are from minority ethnic groups. Nine pupils speak English as an additional language, their home languages are Turkish, Polish, Vietnamese and Portuguese.

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

This is a very effective school that provides good value for money. Standards of attainment are above average in many subjects. Teaching is of good quality and the leadership and management of the school is very good.

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

- It gives pupils' personal development a very high priority and pupils respond well with very good behaviour, real enthusiasm for the school and by developing very good quality relationships with one another and adults.
- It takes good care to ensure its pupils are secure, safe and happy and has developed good relationships with its parents who are very supportive of the school.
- The school is very well managed by the headteacher and senior staff.
- Pupils currently achieve above average standards in many subjects including English, mathematics, science and information and communication technology (ICT).
- Many improvements have been made since the last inspection.

*This is a very effective school where staff and governors have already successfully identified major areas for improvement and have taken the appropriate action, so there are no key issues for action. The following are minor points only.*

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

- The monitoring role of subject co-ordinators.
- The way in which information gained from the assessment of pupils is used when planning lessons.
- Pupils' knowledge of what they have learnt and where they need to improve in some lessons.
- The system for monitoring and improving attendance to ensure the recent decline in attendance is reversed.

*These minor points for improvement will be considered for inclusion in the governors' action plan.*

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

The school was last inspected in February 1998 when strengths were identified in much of its work. It has made substantial improvement since then. All key issues from the previous report have been successfully addressed. The school strives continually to improve the quality of education provided.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002*	2002*
English	B	A	C	D
Mathematics	A	B	C	D
Science	A	C	C	E

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

\*The results for 2002 are lower than previous years because there was a high proportion of pupils with special educational needs in the year group.

*The table shows the inspection team's judgements on the current levels of attainment in Year 2 and Year 6 for all the subjects taught in the school:*

Subject	Year 2	Year 6
English, Mathematics Science, ICT	Above the expected level for this age	Above the expected level for this age
History	Above the expected level for this age	At the expected level for this age
Design and Technology	Above the expected level for this age	Insufficient evidence to make a judgement.
Art and Design, Geography	At the expected level for this age	At the expected level for this age
Music	Insufficient evidence to make a judgement.	Insufficient evidence to make a judgement.
Physical Education	Insufficient evidence to make an overall judgement. Attainment was above average in the one lesson seen.	Insufficient evidence to make an overall judgement. Attainment was above average in the one lesson seen.
Religious Education	At the expected level for this age (locally agreed syllabus)	At the expected level for this age (locally agreed syllabus)
French	Good levels of achievement (Year 3)	Good levels of achievement

By the time children begin Year 1 their standards of attainment are at the expected level for their age in most parts of the foundation stage curriculum, and are higher than the expected level in personal, social and emotional development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good, and pupils take pride in their school. They approach lessons and extra-curricular activities with enthusiasm.

Behaviour, in and out of classrooms	Behaviour is very good throughout the school. The pupils are very polite, friendly and helpful. This helps to create a very harmonious atmosphere in which to teach and learn.
Personal development and relationships	Pupils' personal development is very good as a result of the example shown by adults in the school and they take full advantage of the opportunities to demonstrate initiative and responsibility. They also develop very good relationships with their fellow pupils and adults within the school and are friendly and polite towards visitors.
Attendance	Pupils are keen to attend school but an increasing number of parents are adversely affecting their children's education by taking them away on holiday during term-time.

Pupils make a very good contribution to their own learning and to the friendly environment of the school through their very good behaviour and their positive response to opportunities to undertake personal responsibility.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

There is no unsatisfactory teaching. Many lessons are of very good quality. Literacy and numeracy are taught well throughout the school and pupils make good progress as a result. Teachers manage pupils very well and establish very good quality relationships in lessons. Because pupils behave very well and have good attitudes to work, teachers are able to teach at a good pace and there is little interruption to learning. The needs of all pupils are met effectively. All pupils make good progress overall, often showing very good levels of interest, concentration and independence. Teaching can be further improved by ensuring in all lessons that pupils are clear about what they have learnt and how to improve, and also by using information gained from assessment to fine-tune the planning of lessons. Some teachers already employ these strategies very effectively, for example in Year 5.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality. It is broad, balanced and relevant. The curriculum for personal, social, health and citizenship is very good. ICT is used well to support learning throughout other subjects.
Provision for pupils with special educational needs	Pupils with special educational needs benefit from a good quality curriculum which is adapted well to meet their needs. They are supported well.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language experience a good curriculum and have good quality support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. The school has succeeded in its aim to create a climate in which children flourish. The provision for spiritual, moral, social and cultural development is very good.



How well the school cares for its pupils	Teachers and staff know their pupils very well and take good care to ensure their well-being. Every effort is made to ensure the school is a safe environment and formal procedures for this are well established. Behaviour and personal development are monitored carefully and high standards actively promoted but, other than for pupils with special educational needs, there is little formal recording of this.
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The school has developed a good working relationship with parents. It provides a good range of information through newsletters, notice-boards and reports and operates an 'open door' policy to enable parents to communicate their views and discuss their children's progress. However, the school could provide more information on pupils' level of achievement through the year. Parents are welcome to assist in the work of the school, and several do so, while the thriving PTA makes a positive contribution to the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff lead and manage the school very well. The staff team and governors share a strong commitment to making the best possible provision for pupils. The school is very effective. Its aims and values are clearly seen in its work.
How well the governors fulfil their responsibilities	The governors are very active, they make a valuable contribution to the work of the school and fulfil all their responsibilities well.
The school's evaluation of its performance	The school is very good at evaluating its own performance. This means that the decisions it makes are based on accurate information.
The strategic use of resources	The school uses its resources well to improve the quality of education provided to pupils. Staff and governors apply the principles of best value very well.

There have been several staff changes in recent years. The school has handled this well, by minimising the impact on teaching and learning and by ensuring that new staff receive very good quality induction to the school. More teaching assistants have been appointed. Overall staffing levels are sound. The accommodation and the resources available for learning are of good quality.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• their children enjoy going to school and they make good progress</li> <li>• behaviour is good</li> <li>• teaching is good</li> <li>• pupils are expected to work hard and do their best</li> <li>• they feel comfortable approaching the school</li> </ul>	<ul style="list-style-type: none"> <li>• the range of extra activities provided by the school</li> <li>• the work children are expected to do at home</li> <li>• the information about how well their children are doing</li> </ul>

The inspection team agrees with the parents' positive views and regards the range of extra activities as rather limited. The school has plans to increase the range as newly appointed staff become established. The team also feels that the amount of homework is appropriate and that parents have sufficient opportunities to discuss their children's progress with teachers. However, it does consider that the school needs to work more closely with parents on these two issues.

## **PART B: COMMENTARY**

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

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

1. Standards are above average in many subjects and have risen since the last inspection in many cases. The results of national tests between 1998 and 2002 show an improving trend at both key stages. The exception is for Year 6, 2002, where results reflect the large proportion of pupils with special educational needs in the class. Key Stage 1 results are particularly strong.
2. In national assessments, the percentage of pupils in Year 2 attaining the expected level 2 or above has risen steadily, and in 2002 was above the national average in reading, writing, mathematics and science. These results are broadly in line with schools in similar social contexts. The percentage reaching level 3 or above was well above the national average in reading, mathematics and science and above average in writing. Compared to similar schools, these results are well above average, except writing, which is above average. Inspection findings confirm this positive picture, showing above average attainment in English, mathematics and science in Year 2 and also confirms that more capable pupils are achieving well.
3. Looking at national assessments for Year 6 in 2002, the percentage of pupils reaching the expected level 4 or above was below national averages in English and science but average in mathematics. In comparison to schools in similar social contexts, these results were well below and below average respectively. The percentage of pupils reaching or exceeding level 5 was well above national average in English and mathematics and above average in science. In comparison with similar schools, these results were average. In previous years there has been a trend of improvement and above average results, but in 2002 there were a large number of pupils with special educational needs in the Year 6 class, and this substantially reduced the percentage of pupils reaching the nationally expected levels. This group were also affected by staff changes. Inspection findings show that currently, attainment in Year 6 is above average in English, mathematics and science, and that more capable pupils reach appropriate standards.
4. Inspection evidence indicates that pupils attain above average standards in information and communication technology (ICT) throughout the school and in design and technology and history by the age of 7. Attainment is average in geography and art throughout the school and also in history by the age of 11. Pupils in Years 3 to 6 achieve well in French. In religious education, pupils reach the levels expected by the locally agreed syllabus. In music, physical education and design and technology (at Year 6), there was too little evidence available to reach overall judgements on attainment, but standards attained in the lessons seen are described below in the relevant subject paragraphs.
5. In all classes, pupils with special educational needs achieve well and make good progress in relation to the targets set for them by the school. Some make very good progress, achieve their targets and are taken off the register for special educational needs. They have good attitudes to the school and work hard during lessons. Their good progress is due to the well-adapted curriculum and the good quality support that they receive from staff. Gifted and talented pupils are appropriately challenged, for example in mathematics where very capable pupils have achieved level 6 in national assessments.

6. Pupils who speak English as an additional language make good progress and achieve well. There are no significant differences between the levels of attainment of boys and girls. While most children enter the nursery with broadly average standards of attainment, a number of children enter both nursery and reception with skills that are below the expectations for children of this age. A significant number of higher attaining children also leave at the end of nursery to attend schools nearer their own homes (there are about twice the number of part time nursery places available than reception class places in this school). Children make good progress through the nursery, particularly in their personal, social and emotional development, creative development and knowledge and understanding of the world. There is appropriate progress through the reception class with children being offered sound opportunities for learning. Standards are generally in line with the expected Early Learning Goals by the time children move to Year 1 except in personal, social and emotional development where they exceed these.
7. Pupils use their speaking and listening skills well in all subjects, observed for example, when Year 6 pupils were well challenged during a discussion on prime numbers. Lessons are often planned to include opportunities for discussion and this helps to promote progress in pupils' use of language. Pupils develop good technical vocabulary; for example, Year 6 pupils use words such as "translucent" and "absorbent" correctly in their science work.
8. All pupils make good progress in reading. Standards in reading are higher than at the last inspection. This is as a result of the improvement in teaching and the good implementation of the national strategy for literacy. By Year 6, most are independent readers and clearly enjoy books. They read for a variety of purposes, the more capable read expressively and are able to summarise well.
9. By Year 6, most pupils write clearly in joined script. They use their knowledge of basic English skills well in written work for other subjects, for example in science when drawing conclusions after an investigation.
10. Pupils reach above average standards in all parts of the curriculum for mathematics, an improvement on the average attainment found at the last inspection. This is attributable to better teaching and the better use of assessment. Pupils use their numeracy skills well in other subjects, for example in science when gathering data by measuring in an investigation.
11. Standards have risen in science and are now above average because of the good teaching that pupils receive. In particular, the very good subject knowledge of some teachers has a very positive effect on attainment. By Year 6, pupils are able to draw conclusions from their work at a good level.
12. In ICT, standards have risen dramatically, from the previously unsatisfactory level to the currently above average level. This is as a result of improvements in management, teaching and resources. Pupils use their ICT skills well in other subjects, for example when processing data in mathematics.
13. Standards are above average in Year 2 in design and technology and history. This is due to good quality teaching and good quality support from learning support assistants. Standards in other subjects not already mentioned have been maintained at the expected level since the last inspection.

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

14. The pupils' attitudes to school are very good. They talk about their school with pride and are determined to ensure it is kept clean and tidy. There is a noticeable absence of litter and graffiti. Most pupils are eager to come to school and approach their lessons and extra-curricular activities with enthusiasm. Attendance is in line with national average, although it has declined since the last inspection, and punctuality is very good. While unauthorised attendance is above the national average, this is primarily due to the strong stand taken on holidays during school-time. The headteacher is rightly very reluctant to authorise such absence except in very exceptional circumstances.
15. Behaviour throughout the school is very good. Pupils behave themselves very well in most lessons and, while some pupils can be unsettled at times, teachers exercise good control. Pupils move about the school in a quiet and orderly manner and behaviour in the dining hall is good. In assemblies pupils are very attentive and they play well together in the outside playing areas at break-times.
16. Most pupils relate very well to adults working in the school and they approach visitors in a confident and friendly manner. They show courtesy and politeness towards adults by holding doors open, answering questions respectfully and providing assistance willingly. The majority also work and play well with their colleagues in pairs and group situations. Pupils are taught to appreciate the impact of their words and actions on others through the constant reinforcement of teaching and other staff, and by the personal, social and health education (PSHE) programme. In one such lesson, Year 1 pupils demonstrated a very clear understanding of the effects of being victimised by other children and how they would respond to such a situation. There is a very harmonious atmosphere within the school that has led to an almost total lack of oppressive behaviour such as sexism and racism; no instances of such behaviour were witnessed during the inspection. There is an anti-bullying policy, which is very clear and well implemented with most incidents dealt with promptly. Bullying is not seen as a major problem by pupils, staff or parents.
17. The example set by staff within the school has enabled pupils to demonstrate respect for the feelings of others. This is reinforced through the PSHE programme and during the class and school assemblies. Subjects such as religious education and geography help pupils to understand the values and beliefs of other cultures and this is supported by trips to places such as museums and theatres.
18. Pupils are given some very good opportunities to demonstrate initiative and responsibility by carrying out tasks in areas of the school such as the library, the garden and the ICT suite and older pupils help to look after their younger colleagues. For example, Year 6 pupils assist in the Nursery in the second-half of the summer term and help the children there perform at sports day. Also, the school council is a particularly good example of how pupils of all ages demonstrate their understanding of how to act in a mature and responsible manner. It consists of representatives from each class, a boy and a girl who are elected by their class-mates, and meets every month. The council is run by two Year 6 pupils - a chairperson and a secretary, who takes the minutes - with a teacher attending in an advisory capacity only. The representatives discover the views of pupils during class discussions in PSHE lessons and through a 'suggestions box' in the library. These are then discussed in council where proposals are agreed and then taken back for approval to each class. The council also raises funds through activities such as 'mufti day' and uses these to purchase items such as a range of games for indoor play following a need identified by the consultation process. The council also produces very authoritative reports to governors on their activities. The school has been

successful in its efforts to improve this aspect of pupils' personal development since the last inspection.

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

19. The quality of teaching and learning is good overall and varies from satisfactory to excellent. There is no unsatisfactory teaching. It was good or better in almost two thirds of lessons seen, and very good (and occasionally excellent) in almost one quarter of lessons. Teaching has improved since the last inspection, particularly in Key Stage 1 where previously, almost one quarter of lessons were unsatisfactory. Now, teaching is of equally good quality in key stages 1 and 2. There have been several recent changes of teaching staff but the school has focussed successfully on maintaining the quality of teaching throughout these changes. The most significant factors that underpin the success of lessons are the high quality relationships and very good behaviour in lessons which mean that there is little interruption to teaching and learning.
20. Teaching is good overall in the Foundation Stage and is especially strong in the nursery. It is never less than satisfactory in the reception class. A third of the teaching seen in the nursery is very good. Adults have very good relationships with children. This results in children developing positive attitudes to learning. Adults manage children well, use a variety of effective teaching methods and have good knowledge and understanding of the Foundation Stage Curriculum and how young children learn. They teach the basic skills such as letter sounds and counting well. There have been considerable changes in staffing since the last inspection. Teaching assistants in both nursery and reception have recently changed and a newly qualified teacher has been teaching in the reception class since September. The absence of one of the teachers in reception is being covered by supply teachers and this is having an impact on the progress children make in this class. For example supply teachers tend to focus on hearing individual children read and this restricts the opportunities they have to extend their learning through play. Children are sometimes expected to sit for too long during class activities in reception. The next step is to consider the best use of the two teachers in these sessions.
21. Pupils with special educational needs are given very good support by the Special educational needs co-ordinator (SENco) and the learning support assistants (LSAs). The LSAs play a vital role in managing the children and guiding them in activities. All have very good relationships with the children and they offer unobtrusive but effective support and as a result children make good progress. Lower attaining children receive support in lessons from classroom assistants who help them develop their spelling and reading skills. All support assistants share lesson planning with the class teacher.
22. The national literacy and numeracy strategies have been implemented well, but teachers do not always make the best use of plenary sessions to reinforce learning (see comments below). In Key Stages 1 and 2, the common characteristics of good teaching are the establishment of high quality relationships, good management of pupils, challenging pace, skilful questioning, strong subject knowledge, effective teaching methods and good use of resources. When pupils used their own whiteboards in an English lesson, they were able to respond individually to the teacher's challenges, the teacher could adjust her questioning to each individual, and all were very much involved in the lesson. In mathematics, the most successful teaching features very good questioning techniques to extend pupils' thinking. It is least successful when the pace slows as pupils wait too long for others to answer questions, and when questioning is at too hard a level. In science and ICT, teachers' very good subject knowledge is a strong feature of the best lessons and enables pupils to progress rapidly, for example when considering the density of materials in Year 6 science.

23. In a few high quality lessons, pupils have a very clear idea of what they have learnt and what they need to do to improve, because teachers provide structured opportunities in lessons to make this clear. For example, this was observed in a Key Stage 2 mathematics lesson as pupils improved their block graphs, and in a Year 5 lesson when pupils reviewed their learning about the function of the human brain in science. In many other lessons teachers do not make the best possible use of plenary sessions. This is a relative weakness and is an area for improvement, so that pupils can have a clear knowledge of what they have learnt and how to improve in all lessons.
24. Another point for improvement is the extent to which teachers use information gained from assessment to modify planning for subsequent lessons. Again, this is done very well in some lessons, but there is scope for further improvement in many.

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

25. The curricular opportunities provided for pupils throughout the school are good. The school provides a range of worthwhile experiences that are relevant to the age and interests of its pupils. The curriculum covers the revised National Curriculum in full and provides a very good programme of personal, social, health and citizenship education that takes account of drug awareness and sex education. Careful thought has gone into the planning for the revised curriculum. The nationally published guidance for subjects has been adapted well to provide the most appropriate experiences for pupils. Planning for the development of pupils' skills in ICT is effective and there is good planned use of ICT to support work in other areas of the curriculum (there is scope for further use of ICT in science). This is an improvement since the previous inspection. The quality and range of learning opportunities for children in the Foundation Stage are good and includes all the Early Learning Goals identified in the new curriculum for this age. Children are assessed on entry to the Reception class using the local authority assessment procedures so that the school has a clear baseline from which to measure progress. The provision for children with special educational needs in the Foundation stage is good and has a positive effect on the progress these children make.
26. Recent staff changes, including the departure of teachers with specialist skills, have had a negative effect on the quality of provision in some subjects, notably music and art. However, the school has worked hard to maintain a satisfactory curriculum in these areas, and has recruited a teacher to co-ordinate these subjects from September 2003.
27. The National Literacy Strategy is well established. From an early age pupils' speaking and listening skills are systematically developed through discussion. Teachers pay close attention to the use of technical language relevant to each subject of the curriculum. Work is planned to match the differing needs of groups within the class and it is well matched to these needs and builds effectively on previous learning. The National Numeracy Strategy has also been well implemented and is now well established. The Literacy and Numeracy strategies are underpinned by effective assessment and support systems, which contribute to pupils' good standards of attainment and their good achievement. Planning is good with an appropriate emphasis on the development of basic skills. The planning of cross-curricular links is a developing area of the curriculum. For example when learning about the Fire of London in their history, pupils make an information book complete with contents and glossary pages in their literacy lessons.

28. The school has a strong commitment to nurturing the talents and potential of all of its pupils. Good support for the lower attaining pupils and pupils with special educational needs, ensures that they make good progress and allows for their full involvement in all areas of the curriculum. Good use is made of assessment and the analysis of test results to identify pupils who might benefit from additional support. There is a good range of schemes to support pupils, including early literacy support for Years 1 and 2, additional literacy strategy and further literacy support for older pupils. Booster classes for Year 6 offer early morning revision sessions with the opportunity for pupils to request help with particular areas of weakness. A homework club is run at lunchtimes. All these initiatives help to raise pupils' confidence and boost their progress.
29. The school makes good provision for children with special educational needs throughout the school. Procedures are very well organised. The requirements of the new Code of Practice for special educational needs are fully met. The co-ordinator works very effectively with all members of staff. The co-ordinator for special educational needs (SENco), is responsible for organising the support the special educational needs pupils have and she ensures that they have full access to the curriculum. If a pupil is withdrawn from other lessons the SENco ensures that it will be a different lesson each week. Three children have a statement of special need and the school has ensured that their needs, as specified in the statement, are fully met. Individual targets are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones. The school also ensures that provision matches the individual pupil's education plan. Pupil's progress is very carefully tracked and if targets are not met the SENco investigates the reason. There are many initiatives used to support pupils, for example the additional literacy strategy. The school also makes good use of information and communication technology to support the learning of special educational needs pupils in lessons, using a range of software designed specifically for them.
30. Pupils with special educational needs and those who have English as an additional language are fully included in all areas of the curriculum. Every pupil is enabled to participate fully in every lesson and in all aspects of school life. Through good support from outside agencies and experienced and well-qualified classroom assistants all pupils have access to the curriculum. There is full inclusion.
31. Sex education and the danger of drug misuse are covered in the religious education and PSHE programmes. They are dealt with both implicitly and explicitly. They are also included in the science curriculum.
32. Teachers work hard to provide a good range of activities outside lessons. Pupils visit well-chosen places of interest and this supports their learning in subjects such as religious education, history, geography and science. The annual curriculum week held in the summer term enhances the curriculum for the pupils. The staff are currently planning a geography week for this summer and in the past they have held very successful history and arts weeks. The school has established good links with the local community and welcomes visitors. For example, the Nursery children enjoyed a visit from the fire brigade. Three volunteers from the Learning Volunteer Reading Agency work with reluctant readers in Years 5 and 6. There are very close and strong links with the cluster schools and one of the many secondary schools that the pupils move on to. In addition to the usual subjects available to this age group, younger pupils have swimming lessons in the summer term and pupils learn French from Year 3 onwards. The school makes good use of the local environment, which offers a wealth of learning experiences for the pupils. There is a choice of out of school clubs, including various sports clubs and a chess club run by the previous caretaker. However, because of the lack of a specialist music co-ordinator there are no music clubs available at present.

Pupils also have the opportunity to learn musical instruments through the peripatetic music service although few take up this option at present.

33. The provision for pupils' spiritual, moral, social and cultural development is very good. It is central to the whole life of the school. The ethos of the school is based on values where the individual is respected and trusted. The Teaching and Learning Policy begins with the words ' a climate in which children can grow and flourish'.
34. Provision for pupils' spiritual development is very good. A good contribution is made to pupils' spiritual development in assemblies where opportunities are made for quiet reflection. Religious education lessons also give opportunities for pupils to develop spiritually. Year 5 pupils have made a class prayer book that shows concern for the plight of others and an appreciation of the good things in their own lives. In PSHE pupils have time to reflect upon their feelings and discuss their beliefs. Recently younger pupils hatched a gosling which they nurtured until it was ready to be sent to a sanctuary. Displays around the school encourage the pupils to reflect upon and appreciate the wonderful world around them. The school has developed a climate in which all their pupils can grow and flourish, respect each other and be respected.
35. Provision for moral education is very good. From an early age pupils are helped to understand the difference between right and wrong. Through the 'Gold Book' pupils are given a strong message about what the school values in terms of achievement, behaviour and attitudes. Pupils know right from wrong rather than just obeying school rules and expect to make reparation if they do something wrong. Pupils are encouraged to take responsibility for property and care for their environment.
36. Provision for social development is very good and is reflected in the very good quality of the relationships that exist in the school. Strengths of the provision include a high expectation that pupils will co-operate and try to do their best in all activities. Pupils are helped to develop personal qualities of honesty, thoughtfulness and respect for difference. Pupils are encouraged to think of those less fortunate than themselves by supporting Red Nose Day and the school has recently responded to the an appeal for the education of children in Afghanistan. There is a strong sense of community.
37. Provision for cultural development is very good. Pupils learn about aspects of their own culture, for example through history and geography lessons where visits contribute substantially to their learning experiences. They are introduced to other religions and cultures through religious education, art, geography, history, literature, and music. For example, in a physical education lesson observed, the pupils worked to the South African music of 'Ladysmith Black Mambazo'. The school is mindful of preparing the pupils for life in a multicultural society. The school provides opportunities for pupils to participate in extra-curricular clubs and organises visits and visitors to extend the pupils' cultural awareness. The school's values are seen in the quality of displays in the classrooms and around the school.
38. There has been considerable improvement in the outdoor provision for children in the Foundation Stage since the previous inspection, especially in the reception class. There is now a covered outside area and a good range of resources. These well equipped, secure and specifically designated outdoor areas for use by children in the both the nursery and reception classes provide valuable opportunities for learning. There is good provision for all children. Nursery and reception staff work well together, sharing resources, ideas and planning for the whole curriculum both indoors and out. This results in a stimulating relevant curriculum and a consistent approach which balances teacher led activities with opportunities for children to play. Improved planning ensures



that the reception class builds on the work of the nursery without unnecessary repetition. Planning is regularly evaluated but the next steps for learning are not always clearly identified from assessment of individual children. Individual child profiles, based on the stepping stones provide satisfactory information on the achievements of individual children. Child profiles in the nursery only go as far as the yellow and blue stepping stones (the earlier stages of learning for foundation stage children). However, there are plans to extend these so that higher attaining children are more appropriately challenged. This should result in better matched learning opportunities for individual pupils.

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

39. The school has made good progress in monitoring and assessing pupils' academic performance and achievements since the last report when it was judged some improvement was needed. A new assessment policy is in place and in several areas there has been improvement.
40. Baseline tests are used when the pupils start in nursery and targets are then set accordingly. A record of individual attainment is passed on to the next teacher. The school is using a range of commercial tests to assess attainment from Year 1 upwards, mainly language related in years 1 and 2, and optional standardised assessment tests in years 3, 4, 5. The results of these tests are also recorded on individual records and used to track the progress of each pupil. Some analysis of this data has been undertaken and is beginning to be used constructively to guide curricular planning. However, there needs to be tighter use of assessment information to plan the next step in learning in science and the foundation subjects. The QCA 'best fit' assessment does not feed into planning so that skills progression is assured.
41. Teachers' marking is usually carried out to strict criteria and clearly informs the pupil how to improve his or her work. However, this is not always done for the foundation subjects. There is good provision for pupils with special educational needs to be supported in the classroom. The learning support assistants are well trained and committed and make a valuable contribution to the learning of the pupils in their care.
42. Children with special educational needs are given good support. The school identifies pupils with special educational needs at a very early stage and makes appropriate provision. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. This information is used effectively to plan appropriate work and has a positive effect on children's progress. Individual education plans are reviewed at least every term and where needed more frequently. The SENco regularly looks to see whether targets have been met and if not looks for the reason. The school works closely with the local education authority's support services, for example, the behaviour unit and educational psychologist.
43. This is a very caring school where all members of staff are vigilant in their concern for the health and safety of their pupils. The health and safety committee, whose convenor has appropriate professional expertise in this area, has the overall responsibility for implementation of the health and safety policy. This responsibility is taken very seriously. The committee meets quarterly and considers all aspects of risk assessment and school security and conducts a 'site walkabout' at which any potential hazards are identified. These are then prioritised and included in a report which identifies each area of risk, the action to be taken and by whom, and the target completion date. The school also has sixteen recently-qualified first-aiders and has good arrangements for dealing with any incidents that arise.

44. The headteacher is currently the designated person responsible for child protection and is operating an efficient system in line with local procedures. She has received the appropriate training, as has another teacher who serves as her deputy in her absence. The headteacher ensures all staff are made aware of the procedures during their induction and regular updates during staff training sessions. The school encourages its pupils to adopt a healthy lifestyle through subjects such as science, physical education and PSHE and the visits of health professionals. It has also received the Sport England Activemark award in recognition of its commitment to the promotion of the benefits of physical activity. As yet, the school has not committed itself to the Healthy Schools Standard.
45. The school has a clear behaviour policy. It is based on a list of school rules supported by class rules which are agreed by the pupils with their teachers. Poor behaviour is generally resolved by the class teacher and the situation rarely develops beyond this point. As a result, the ultimate sanction of exclusion was not used in the previous year. Each class has its own system which works well in promoting good behaviour.
46. The school uses a manual system for recording attendance and the registers are completed promptly and accurately at the beginning of the morning and afternoon sessions. The headteacher reviews the registers on a regular basis and contacts the parents of pupils with poor records of attendance. If this does not resolve the situation then the education welfare officer is involved. However, the lack of a computerised system inhibits detailed analysis of patterns of poor attendance by particular individuals and any variations between classes. Consequently, the school does not have a clear view of the reasons for the decline in attendance in recent years other than the increasing number of holidays taken during term-time. There are also few rewards for encouraging attendance and there is little focus within the school highlighting its importance. The school recognises the shortcomings of the current system and is looking to computerise it and establish a programme of individual and class rewards to arrest the current decline in attendance.
47. The teachers and support staff know their pupils extremely well and are clearly very involved in their personal development. However, this is done very much on an informal basis and, except for pupils on the special educational need register, there is little in the way of formal monitoring.

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

48. The parents' views of the school, as expressed in their responses to the pre-inspection questionnaire and at the parents' meeting, are positive. Currently, their main concerns are about the information received on their children's progress, the amount of homework received and the range of activities outside lessons. Overall, the school has developed good links with parents whose involvement has a positive impact on the life of the school.
49. Informative school newsletters, which give details of forthcoming events, reports on recent activities and information on issues such as holidays in term-time, are distributed three times a term. There are also notice-boards outside the main school entrance and some classrooms. Parents are informed about what their children will be studying through leaflets sent home by their teachers at the beginning of each term. The school has also provided evenings where the teaching of literacy, numeracy and ICT is discussed. The prospectus gives parents a good introduction to the school and the annual report of the governors is well presented in a four-page leaflet.

50. Parents have opportunities to discuss the progress of their children at formal meetings in October and March and can request a meeting with a teacher at any other time. In the spring term, parents are given an indication of their children's current achievement level in English, mathematics and science. The annual reports are produced in July and provide a brief description of pupils' achievements in each subject and their personal and social development. However, the reports do not indicate where a pupil is in terms of the expected level of achievement and offer limited information on what a pupil needs to do to make progress. Taking the reports as a whole, they could be improved to provide parents and pupils with a greater understanding of progress made, for example by providing an updated version of the information given in March, and areas for development in all subjects. Parents are invited to respond to the report and can request a follow-up meeting with the teacher.
51. The pupils' contact books contain a reading record and details of homework but are not fully achieving their role as a means of allowing parents and teachers to record and discuss the progress and welfare of the pupils. There is a very clear programme of homework in terms of what should be covered and how often. However, it is clear that several parents are unaware of this. Overall, homework makes a valuable contribution to pupils' learning, for example, literacy skills are enhanced through the expectation of regular reading at home.
52. The school works closely with parents when a pupil is identified as having special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for learning. An 'open door' policy operates where parents are able to discuss their child's progress with the SENco.
53. Parents are welcome to assist, and several take up the opportunity to do so with around twelve working regularly in the school. The Parent Teacher Association, run by an enthusiastic band of volunteers, is very active in organising social and fund-raising events which raised around £4600 in the last year alone. This money ensures the continued use of the swimming pool in the summer and has recently provided for new stage lighting. The association also organises activities such as the cleaning out of the school pond which are well supported by parents.

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

54. The school is led and managed very well. The headteacher gives clear direction to the work of the school. The staff team and governors share strong commitment and work together purposefully for the benefit of all pupils. As a result, the school is very effective and its work clearly reflects its aims and values. Since the last inspection there has been very good improvement in much of the school's work. Standards of attainment have risen in many areas, pupils' very good attitudes to work and behaviour have been maintained, provision for pupils' spiritual, moral, social and cultural development has improved and there have been improvements made to the quality of the curriculum.
55. The management team evaluates the work of the school carefully and accurately. There is a close match between the inspection team's findings and the school's own evaluation of its work. This accurate self-evaluation has enabled the management team and governors to make well-informed decisions that have helped to move the school forward. The school has made good progress towards its well-chosen targets for development. This has been slower recently because energies have wisely been put into dealing with recent staff turnover. Rather than attempt to continue with all of the original plans, the school has focussed on the recruitment and induction of high quality new staff, and on ensuring that the quality of teaching and learning is maintained as far as possible during

the period of change. This has progressed very well and newly appointed staff are already making a significant contribution.

56. The headteacher and her newly appointed deputy work very well together, and delegation is clearly effective. The school provides very good quality induction to new staff; for example, the recently appointed newly qualified teacher benefits from very effective support. Staff appraisal and performance management is well established. The headteacher and deputy carry out good quality monitoring of teaching that identifies points for improvement. Teachers respond well to this, and enjoy the opportunity to improve their work. The amount of monitoring of teaching and learning carried out by subject co-ordinators is at present relatively small. This is mainly because new staff are still becoming established in their roles. However, the school has correctly identified the need to continue to develop this important part of the co-ordinators' role so that a clear picture of standards of teaching, learning and attainment can be established in all subjects.
57. The management of special educational needs is very good. Provision is very well organised. The SENco is very experienced and committed to seeing pupils fulfil their potential. She is committed to strategies for continued improvement. The school has recently joined with six cluster schools to share resources and expertise for special educational needs and this is proving beneficial. Most of the support staff are experienced and some have had training. All staff work closely with the co-ordinator who ensures that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews. Very good records are kept and there is good liaison with the secondary schools when pupils transfer at the age of eleven. There is a governor designated with responsibility for special educational needs and she plays an active role. She meets regularly with the special educational needs co-ordinator and reports back to the governing body.
58. The governing body are very supportive of the work of the school, and fulfil all their responsibilities well. All statutory requirements are met. They are effective in helping to define the direction and planning of the school's development and several are involved at a day to day level, for example, one governor who has expertise in mathematics regularly helps in the teaching of the subject.
59. The school uses its financial resources well to improve the quality of educational provision. For example, careful financial management has resulted in the opening of a very well equipped computer suite and in the improvement of outdoor play areas. Specific grants are used well for their proper purposes, for example in making good quality provision for pupils with special educational needs. The standard of financial administration is excellent. At the last audit in March 2002, there were no major points noted and the auditor complemented the school's administration officer on her high standards of record keeping. The school uses new technology well to assist in administration and analysis.
60. The school applies the principles of best value very well. The governors have decided that "cheapest is not always best" and seek to put quality first. This is clearly reflected in their decision making. The school is part of a local cluster of associated schools that strive for and achieve best value by pooling their resources and by demanding high quality from service providers.
61. The match of the staff to the curriculum is satisfactory. There are an appropriate number of qualified teaching staff with a useful range of experience. However after several years of relative stability, staff turnover has been high. Since the beginning of the

academic year, a total of twelve members of teaching and non teaching staff have either been newly appointed to the school or taken on a different role. Only three members of staff present at the last inspection remain. The deputy headteacher and Key Stage 2 team leader are both new to their roles and other teachers have taken on new curriculum responsibilities.

62. Very good induction arrangements are in place for new staff to the school, including a useful staff handbook, a clear job description and regular meetings with the headteacher. The newly qualified teacher is well supported. A good programme exists for the induction of existing staff to their new roles. However, the considerable changes in staffing place an additional burden on them to support colleagues. It is a credit to all staff that they work so well together in these circumstances.
63. The loss of a specialist teacher for music and art co-ordination is restricting the opportunities for enrichment in the music and art curriculum but a replacement has been appointed for next academic year. The school is managing difficulties in recruiting and retaining supply teachers well, particularly in one class which has been without a class teacher since the beginning of the academic year. Close monitoring of this class by the team leader and headteacher ensures pupils receive a satisfactory curriculum.
64. There is now a teaching assistant in each of the classes and this provides good support for pupils. Additional teaching assistants support pupils with special educational needs and those with English as an additional language well. Supervisory assistants provide good quality support at lunchtimes. This is an improvement since the previous inspection. A very good training and career structure for teaching assistants recognises their expertise and skills and this is having a positive impact on morale and retention of staff. Clerical assistants provide smooth and unobtrusive support of very good quality. The newly appointed caretaker provides effective maintenance of the site and premises.
65. The accommodation is good overall. Classrooms are good sized, well equipped and provide easy access to cloakrooms and toilets as well as the playground. Other general provisions include a pleasant library, an up to date spacious information and communication technology suite, a designated special educational needs room and a separate dining hall. Two classes remain in mobile classrooms. The school grounds are spacious, interesting and securely fenced. A number of improvements have been made since the last inspection such as the outdoor provision for the reception class and new equipment in the playground. The stimulating and well maintained outdoor areas in both the nursery and reception classes ensure children have good opportunities to learn in all areas of the curriculum. The playground offers pupils a wide variety and choice of activities during break times. This contributes to the very positive relationships and behaviour seen in pupils. Displays around school are bright and colourful. Classroom displays are usually instructive in nature while pupils' work is celebrated in other areas.
66. Resources remain good overall and are never less than satisfactory. Those in the Foundation Stage are very good and stimulate learning well. The school makes very good use of the West Surrey Foundation to pool resources for some initiatives in order to provide better resources for pupils, their parents and teachers working within the partnership. This has resulted in extra funding for special educational needs so that case conferences can be held locally. Parents attend more regularly and this contributes well to the progress these children make.

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

67. Staff and governors have a good understanding of the school's strengths and have already successfully addressed the major areas for improvement. Therefore there are no key issues for development. However, the following points should be considered for inclusion in the action plan:

1. Implement plans to provide all subject co-ordinators with appropriate opportunities to monitor teaching, learning and standards of attainment. (Paragraph 56)
  
2. Use information gained from the assessment of pupils more effectively when planning the next steps in teaching. (Paragraphs 24, 38, 40)
  
3. Provide more structured opportunities within lessons, so that pupils develop a clearer knowledge of what they have learnt and where they need to improve. (Paragraph 23)
  
4. Develop the system for monitoring and improving attendance and use the information provided to ensure the recent decline in attendance is reversed. (Paragraph 46)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	45
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	1	10	17	17	0	0	0
Percentage	2.2	22.2	37.7	37.7	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	201
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.5

#### Unauthorised absence

	%
School data	0.6

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	13	13	13
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	13	13	13
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	93 (100)	96 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	11
	Girls	14	14	15
	Total	22	24	26
Percentage of pupils at NC level 4 or above	School	71 (95)	77 (84)	84 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	10
	Girls	15	14	14
	Total	23	25	24
Percentage of pupils at NC level 4 or above	School	74 (90)	81 (86)	77 (83)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	7

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11.04
Number of pupils per qualified teacher	20
Average class size	27.9

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

Total number of education support staff	7
Total aggregate hours worked per week	158

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

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

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

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

### **Financial information**

Financial year	2002 - 2003
	£
Total income	638,192
Total expenditure	582,088
Expenditure per pupil	2610
Balance brought forward from previous year	61,515
Balance carried forward to next year*	56,104

\*The school intends to use this primarily for staff recruitment and retention.

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	28	3	3	0
My child is making good progress in school.	60	33	4	0	3
Behaviour in the school is good.	56	49	1	0	3
My child gets the right amount of work to do at home.	38	44	16	1	1
The teaching is good.	67	32	0	0	1
I am kept well informed about how my child is getting on.	45	40	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	1	0	3
The school expects my child to work hard and achieve his or her best.	53	46	0	0	1
The school works closely with parents.	42	46	9	0	4
The school is well led and managed.	51	46	0	0	3
The school is helping my child become mature and responsible.	54	41	4	0	1
The school provides an interesting range of activities outside lessons.	33	33	11	6	18

## **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**

68. The Co-ordinator, who is also the deputy headteacher, leads and manages the Foundation Stage well. Her monitoring of teaching and learning has helped staff and helpers improve their practice, resulting in the good standards of teaching overall. She recognises the need to analyse assessment data more carefully and make better use of assessment in teaching and learning. Good induction arrangements including home visits ensure children settle quickly into nursery and this is built on at reception level when parents have the choice about when their children attend full time. The school works hard to develop home school links; for example, excited reception children take Barnaby Bear home and talk about what they did when he was at their house. This results in parents contributing well to their children's learning and develops their self esteem.

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

69. Children settle quickly into the nursery and make good progress in developing their personal, social and emotional skills. The caring attitudes of all that work with the children give security and confidence. For example the teacher talks calmly to a child who is particularly upset and helps him negotiate a turn on one of the large wheeled toys. Children are confident and show independence when they move around the indoor and outdoor areas. Awareness of people from other cultures is raised, by looking at photographs of children in different settings to their own. They learn that although people may look different, they have lots in common such as a smile. All children become independent quickly, choosing and using resources in their extended play because there are lots of interesting things to explore. For example a group of children spend 15 minutes exploring an old low brick wall. They break bits of brick off, look closely at the ants living amongst the soil and discuss what ants are like. Children clearly enjoy their work and take an active part in looking after the nursery and tidying up after themselves. Children are good at changing their shoes and clothes when necessary because it is expected and seen as important. Most children achieve well in this area of learning and this is consolidated in reception. Children continue to behave well and concentrate for long periods of time in the reception class. For example, they take turns sharing precious memories with the rest of the class and are well supported by "Robbie the Robin." This contributes well to their self confidence and respect for others. They have a good understanding of right and wrong. They are proud of their achievements and make choices about their learning. Children are likely to achieve above the expected levels in their social skills and attitudes. This is good preparation for their move to Year 1.

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

70. Provision for speaking and listening is good in both nursery and reception. Many children spontaneously talk to one another during play activities. For example, a child who speaks English as an additional language sings "Happy Birthday" as she carries a play-dough birthday cake to the teaching assistant. Children make good use of talk for thinking and communicating because adults speak clearly and make sure children understand what is being said. This gives the children positive speech models and increases their ability to speak clearly. Children in reception continue to listen well, enjoying and taking part in songs and rhymes.

71. Children in both year groups choose to read books and learn to hold them the correct way up. For example, children in reception are keen to read books inside the exciting “pink mosquito net” hanging in the reading area. This ensures they develop an increasing love of books and interest in reading. Most are keen to talk about the books and stories read. Some children in reception can read words like “spiders” or “beetles” using their knowledge of initial letter sounds and the pictures in simple books. However, some children do not yet understand what a word is. Children in nursery identify their name and begin to say the initial letter sound. This is built on in reception with most children able to say at least some of the initial letter sounds. Good links are made with parents who read books with their child and practise letter sounds regularly. All children in the Foundation Stage make appropriate progress in their early writing skills in a range of activities that encourage their hand and eye co-ordination. Children in nursery paint patterns from left to right because the adult models it first. Others paint with water over their names written in chalk on the yard or write letters in the writing area. Most children in reception continue to make satisfactory progress because good use is made of alphabet cards to support their writing and adults support and praise their efforts. For example, they make lists of what to take to the moon, including items such as an orange, a sandwich and a teddy. This results in children writing recognisable letters. However some children are not yet using this knowledge of letter sounds to write simple words or simple sentences. It is likely that most children will achieve the expected standards for their age by the end of reception. Their achievement reflects the findings of the previous inspection.

### **Mathematical development**

72. Children have reasonable access to all aspects of number, calculating and shape and measures across the Foundation Stage. Children show sustained interest when making models and pictures. They talk about shapes using appropriate vocabulary such as “I found a big round one” when describing a piece of ice found on the play castle. Teaching generally meets the needs of children in nursery and reception and they make satisfactory progress. Higher attaining children in the nursery begin to recognise “more than” and, with support from the teacher, can compare towers of 11 and 7. However the focus on counting and writing numbers in reception slightly restricts opportunities to calculate with numbers or solve problems. This is partly because the scheme of work does not regularly provide experiences in these areas. When they enter reception children often have a short session of structured number work. This consolidates their learning because the teacher provides a context for counting such as a rocket taking off to practise counting backwards from 10. The teacher provides a good model for counting backwards and writing numbers correctly. A number line on the wall and other adults supporting children with special educational needs results in all children making good progress. Children can sequence the days of the week. Children with special educational needs find it difficult to understand position words like “in front” and “behind”. By the time they enter Year 1 most children are likely to achieve the Early Learning Goal in this area of learning. This reflects the findings of the previous inspection.

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

73. Children make good progress in nursery and this is consolidated in reception where children make sound progress. Planning around a theme such as “People who Help Us” and the provision of very good resources to support learning results in children achieving well. For example the nursery has a post office and outside there is a mail delivery van, garage and three bears cottage. This results in children co-operating in the delivery of parcels, making up stories and talking to others in their play. Adults very carefully intervene in play such as when taking a phone call from a child in the post office asking,

“What time is the parcel going to be delivered?” The nursery provides very good opportunities for exploration and investigation. The outdoor environment encourages pupils to examine objects and living things. They achieve well noticing patterns and commenting on changes such as the ice produced overnight on the castle. Higher attaining children understand that it is melting because their hands are warm. They comment, “It’s melting, my hands are warm.” when asked what is happening to it. Opportunities to explore the man made and natural world are built on at the reception stage when children explore different natural materials such as bark. This results in them understanding some of its features and changes when water is added. Children design and make things with a purpose in mind such as sewing blankets for Barnaby Bear using needles and thread to carefully make a pattern using small stitches. They construct using drainpipes and crates and adapt their models to suit the games they are playing. Children in Nursery have reasonable skills in using a mouse to control movement on the computer screen. They make good progress completing simple programmes using a programmable toy because the teacher observes and questions them well. These skills are built on well in reception, where children have regular lessons in the ICT suite. In reception children use maps to show where they live and talk about the journeys they make. This results in reasonable awareness of where they live. By the time they reach Year 1 most children have achieved the Early Learning Goal.

### **Physical development**

74. The foundation classes make good provision for children’s physical development both indoors and outdoors. All pupils develop a good level of awareness of how to use large spaces as they move. For example when nursery children prance, hop and waddle when they move in time to the song “Do What the Animals Do” and reception children play chasing games outside. This prepares them well for work in Year 1. Careful teaching of pencil and brush control skills increases children’s ability to write and paint. They all have access to a wide range of tools and small equipment such as pencils, scissors, glue and small toys from the beginning of nursery. The children continue to develop their skills in the reception class and become increasingly competent. This is evident in their ability to paint pictures of vehicles used on journeys. By the time they enter Year 1 most children are likely to achieve the Early Learning Goal in this area of learning.

### **Creative development**

75. The provision for creative development is good in both nursery and reception. Children in nursery make very good progress in developing their imaginations because of the way the very good provision supports children’s play. For example children pull into the garage as part of the journeys they make delivering milk and post. They talk to each other while one of them fills his vehicle with petrol. For example saying, “I need some oil.” Another replies, “Don’t open it mate!” while a third says, “Can I go now?” Children in reception consolidate their learning, making up stories such as a rescue from a dinghy. The teacher extends the play well by taking on the part of one of the characters and developing the children’s ideas. Children learn the basic techniques well. This enables them to use and control materials such as paint and glue effectively. They learn about colour mixing and achieve well. Their drawings of people and objects become more detailed and accurate because they are encouraged to look closely. Children in reception sing a variety of songs such as “Row, row, row your boat” confidently from memory and show a suitable awareness of melody. Their rhythmic skills are reasonable because the teacher models the timing of beats. They enjoy using instruments. Most children achieve well and by the end of reception are likely to achieve most of the outcomes of the early learning goal for this area.

## ENGLISH

76. Inspection findings show that attainment is above average in Year 2 and Year 6. Pupils make good progress throughout the school. National tests show an improving trend in recent years. Results for 11 year olds in 2002 reflect the large proportion of pupils with special educational needs in the class. There was no significant difference in the performance of girls and boys during the inspection.
77. Since the previous inspection there has been improvement in reading attainment throughout the school. The good implementation of the National Literacy strategy has meant better planning. Teaching is now judged to be good with some very good teaching, which is an improvement since the last inspection. Consequently standards are improving. The setting of individual targets and the tracking pupils' progress has also contributed to higher standards.
78. Pupils make satisfactory and often good progress in acquiring speaking and listening skills. By the end of Year 2, pupils listen carefully and follow instructions. Most of the younger pupils are good listeners and are keen to make a contribution to oral activities. Many pupils are confident in their ability to express their ideas and opinions in clear extended sentences. Teaching provides regular opportunities for pupils to talk and offer their ideas during English lessons and also in other subjects. This was observed in a PSHE lesson where Year 2 pupils were able to talk clearly about things that are precious to them. Pupils respond with well-chosen vocabulary and speak clearly and confidently. More able pupils discuss their reading books and confidently offer opinions about the story. Teachers try to ensure that all pupils make a full contribution to lessons. Pupils with special educational needs and pupils with English as an additional language have very good support from the classroom assistants. Pupils make good progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs sharing their ideas and opinions in all subjects of the curriculum, and coming to a consensus opinion. They learn the technical vocabulary of subjects and use it appropriately; for example in science they correctly use the word 'oesophagus' when talking about the digestive system. They have the opportunity to take part in whole school drama productions during the school year. At Christmas the Infants act out a musical nativity play and during the summer term the Juniors take part in musical productions.
79. The school uses a wide range of reading material, which is colour-coded to match reading levels. Pupils are able to choose their own books in this system. Group and guided reading activities are used to promote pupils' reading for understanding. Pupils with identified reading difficulties receive very good additional support from teachers and classroom assistants. Pupils, including those with special educational needs and those who speak English as an additional language make good progress in their reading. Overall attainment in reading is above average by the end of Year 2. Lower attainers use phonic skills to enable them to read unfamiliar words. Higher attainers read fluently and expressively and enjoy talking about the story they are reading and explain what is happening. In Years 3 to 6 teachers provide a good range of reading opportunities in addition to the literacy hour. Pupils read poetry and literature. The Home/School reading journal that pupils keep encourages regular reading at home as well as in school. By the end of Year 6 pupils have become independent readers and most have preferences for different authors. These are often for J.K.Rowling, but also for other authors. The present Year 6 pupils also enjoy books as far ranging as Terry Pratchett and J.R. Tolkein. Pupils' progress in reading is consistently monitored by teachers and satisfactory records of their achievement are kept. Pupils develop good skills in using



information books and know how to use an index and contents page and how to locate books in the library.

80. Handwriting is taught well, although the size and shape and overall presentation vary considerably by the end of Year 2. By the end of Year 6 pupils write satisfactorily in joined script.
81. Basic English skills are taught well throughout the school and pupils use this knowledge in their own writing. By the end of Year 2 most pupils use capital letters and full stops correctly, although some pupils still use a mixture of upper and lower case letters in words. By the end of Year 6 pupils are achieving well. This is because the teaching throughout the school is good and often very good. Teachers show pupils how to develop their ideas and improve. Pupils write in a number of styles and for different purposes and with a specific audience in mind. Pupils produce a good range of creative writing. They write character studies, diary entries, and reports. They also write factual accounts and are able to write letters of complaint as well as persuasive scripts
82. By the age of eleven most pupils use more complex sentences in their writing and mix them with simple sentences to create effect.
83. Year 6 pupils have learned good editing skills and understand the importance of editing their writing. They often work in small groups commenting sensibly on each other's work.
84. The quality of teaching and learning in Years 1 and 2 is good overall. In Years 3 to 6 it is good and sometimes very good and learning is consequently good. The teaching of writing skills is particularly good and as a result standards are rising. Teachers have responded well to the introduction of the Literacy Strategy and implement the literacy hour well. This has given a consistency to teaching, which has improved learning. Teachers use skilful questioning to encourage pupils' thinking and to assess their understanding. They take great care to ensure that all pupils, including those with special educational needs and English as an additional language, are included in the whole class discussions. Group activities are adapted to meet the needs of groups of pupils of differing abilities and most teachers carry out assessment regularly in lessons. The use of individual pupil whiteboards for the quick writing down of answers ensures that teachers can see at a glance who understands, and who needs support. The final session of the lesson is usually used to share work completed in the lesson and not as an opportunity for pupils to review what they have learnt and where they need to improve. This misses a valuable opportunity for the pupils to develop more responsibility for their own learning. Where teaching is good or very good, teachers display an enthusiasm for the subject and adopt a lively approach to the work, which produces an active and animated environment where pupils achieve well. In these lessons, pupils enjoy the literacy hour and work hard as a result.
85. The subject is very well managed. The co-ordinator has a clear plan of what needs to be done to raise standards further. The use of ICT, planning for the teaching of speaking and listening skills, and the further development of writing skills, especially for boys are all areas for development. The school uses a range of assessment procedures and gives pupils targets for improvement. There is a range of activities to boost standards, for example early intervention for young pupils and booster classes for the older pupils. Three adult volunteers have trained for the National Volunteer Reading Scheme and come into the school twice a week to support weaker readers. These have a positive effect on pupils' learning.

86. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of appropriate texts, which allows the pupils to explore their own feelings and values. Visits from poets and a Caribbean storyteller also enhance the curriculum.

## **MATHEMATICS**

87. Pupils in Year 2 and Year 6 attain standards above those expected for their ages in mathematics. This represents a significant improvement in standards since the last inspection. Scores in the national tests for seven year olds have risen dramatically due largely to improvements in teaching and the good use of assessment to provide more challenging work for pupils. Although the 2002 test results for 11 year olds were in line with national expectations inspection evidence indicates that standards will rise this year in Year 6. This is due to the effective implementation of the National Numeracy Strategy and the good use of monitoring from tests to identify groups of pupils in need of support, for example the booster groups in Year 6. No marked differences in the performance of boys and girls in mathematics were seen during the inspection.
88. Pupil progress in Year 1 and 2 has improved since the last inspection and is now good. Pupils in Year 3, 4, 5 and 6 make satisfactory progress overall. However the current Year 6 class has made good progress since Year 2. Gifted and talented pupils make good progress because of additional support from the numeracy governor and because the more capable younger pupils are taught with older ones. Grouping arrangements in Years 3, 4, 5 and 6 enable higher attaining pupils to be well challenged through teaching of the learning objectives from the year ahead in the National Numeracy Strategy. However the present difficulties in recruiting and retaining supply teachers is having an impact on the progress and standards of pupils especially the higher attaining Year 4 pupils in one of the groupings. The school recognises this and plans to use another teacher to provide additional support. Pupils in the lowest set make satisfactory progress overall but sometimes average Year 3 pupils are not sufficiently challenged by the tasks they are given.
89. Pupils with special educational needs now make good progress because they are well supported by teaching assistants. An example of this is in Year 2 when the teaching assistant works with an individual child during the plenary to consolidate her understanding of the value of each digit in numbers like 304. Pupils who speak English as an additional language also make good progress because teachers use effective teaching methods. For example a Year 2 teacher uses digit cards to help all pupils visualise zero as a place holder in numbers like 901.
90. Pupils enter Year 1 with broadly average standards in mathematics. By the age of seven they have a good understanding of number, shape, space and measures as well as data handling. Pupils describe 2 and 3 dimensional shapes using various properties such as corners or faces. They produce block graphs of their favourite colours. Their problem solving skills are well developed because they are used in all areas of mathematics. For example they investigate statements such as "The answer is 66 what is the question?" Higher attaining and average pupils solve money problems using pounds and pence. They draw arrays or rectangles to illustrate multiplication sentences such as  $6 \times 3$  and can carry out simple division problems.
91. By the age of eleven pupils work out calculations in their heads quickly, understand the relationship between fractions, decimals and percentages and have good understanding of the properties of shape. Most pupils can multiply and divide decimals. They solve problems in all aspects of mathematics choosing an effective but not always an efficient

method. Pupils interpret data well and present information in a variety of graphs. The next step is to ensure that the teaching of written calculations is systematically developed in Years 3, 4, 5 and 6 so that average and lower attaining pupils develop understanding rather than just a rote method for calculating especially in subtraction, multiplication and division.

92. Teaching has improved since the last inspection, particularly in Years 1 and 2. It is now good overall. Lessons seen ranged from very good to satisfactory. There is no unsatisfactory teaching. Teachers manage pupils very effectively and teach the basic skills well using a good range of teaching methods. For example number fans are used effectively to assess whether pupils can double numbers such as 235 and 126. Good use is made of a presentation using the computer to explain the probability scale from 0 to 1. Teachers have high expectations of pupils and most have good subject knowledge.
93. Teaching is most successful when teachers use very good questioning techniques to build on previous knowledge and extend learning through pupils explaining their methods. Teachers also explain effectively how pupils can use what they already know to work out more difficult calculations such as using  $9+1=10$  to work out  $19+1=20$ . Teaching is less successful when pupils wait while individual pupils answer questions at the beginning of lessons, examples are chosen which are difficult for average and lower attaining pupils to understand, or too long is spent consolidating what pupils already know. The next step is to provide resources, which are linked more closely with the National Numeracy Strategy to support supply or less confident teachers.
94. Pupils are enthusiastic about mathematics and concentrate well in lessons because of the very good relationships they have with teachers. They work well in pairs for example when playing battleships on the computer or when discussing the probability of different statements. This supports their social and personal development well. In the best lessons pupils are proactive learners, spontaneously asking questions when they don't understand and developing a clear understanding of what they need to do to improve. For example pupils know exactly how to improve their block graphs and pictograms before they start work because the teacher shares this with them and then she effectively uses the plenary to help pupils evaluate how well they have achieved. The next step is to improve pupils' knowledge of their own learning in all classes.
95. Mathematical understanding is better when pupils are able to make jottings to help solve problems. For example Year 2 pupils use number lines to find the difference between two numbers such as 19 and 56. There are missed opportunities to enable average and lower attaining pupils to use jottings to develop their thinking and to enable teachers to assess pupils' understanding and misconceptions. In some groupings in Years 3, 4 and 5 there is an over reliance on worksheets and textbook calculations that focus solely on answers.
96. Leadership and management are good. The new co-ordinator has analysed test information, identifying problem solving and data handling as weak areas in mathematical understanding. Sharing these with teachers has resulted in improvements in these areas. The next step is to develop the role of the subject co-ordinator to include monitoring of teaching so that best practice, for example, in the use of assessment in lessons is shared. Marking and presentation of work is variable. The best marking identifies what pupils need to do to improve, models appropriate problem solving strategies and invites pupils to assess their own learning. The use of information and communication technology to support mathematics has improved since the last inspection and is now satisfactory overall.

## SCIENCE

97. Standards of attainment are above average in Years 2 and Year 6. This represents an improvement since the last inspection and broadly matches the general trend of improvement seen in statutory assessments. The Year 6 results for 2002 were lower because there was a large proportion of pupils with special educational needs in the group. All pupils, including those with special educational needs and those who speak English as an additional language make good progress. There were no strong differences between the attainment of girls and boys observed during the inspection, but written work shows that in Year 6, girls pay more attention to the careful presentation of results than boys do.
98. In Year 2, pupils discover that vibrations can be transmitted along a string as they make and test string telephones using plastic cups. They make predictions about what they think will happen in their experiments and respond well to teachers' challenging questions. Many discover for themselves that making the string taut increases the effectiveness with which vibrations are transmitted. Their written work shows that they understand the importance of collecting information to answer questions. They have covered the appropriate curriculum in depth and use their numeracy and literacy skills well, for example when measuring during experiments and describing the outcomes. Their investigative work is of good quality.
99. In Year 6, when revising the properties of materials, pupils show that they can use scientific vocabulary with precision and to good effect. For example, in a discussion on density, pupils conclude that a material is dense "because the molecules are really compact". Pupils know the meaning of "translucent" and "absorbent" and use the terms correctly in sentences. Pupils attain good standards as they choose their own methods to sort materials according to their properties. Their written work shows that they have covered the curriculum well and that there are particular strengths in their investigative work. Pupils use drawings and diagrams well to show their understanding. For example, when explaining how a solar eclipse occurs. After considering the results of their investigations they are able to draw conclusions and state them clearly, for example "The closer the object is to the light, the bigger the shadow". Their work shows that they use their numeracy and literacy skills well.
100. Teaching is good and there are some very good lessons. Good pace and questioning is a feature of all lessons, as is the high quality of relationships. Teacher's good subject knowledge clearly accelerates pupils' learning, for example when considering the density of different materials. In the highest quality lessons, pupils were very clear about what they had learnt because the teacher gave structured opportunities for pupils to review this. For example, as Year 5 pupils enjoyed an exciting lesson on the function of the brain, they reviewed what they had learnt as the lesson progressed.
101. Resources for science are of good quality overall, but there is relatively little software to support learning in science and to some extent, this slightly restricts opportunities for pupils to use their ICT skills. The co-ordinator has been recently appointed to the school and is new to the role. She has appropriately identified areas for development. The school is aware of the need to provide opportunities for the co-ordinator to monitor lessons as part of her role.

## ART AND DESIGN

102. Standards of attainment in art are in line with expectations. Only two lessons were observed during the inspection, one in each key stage. Evidence has been collected from the scrutiny of pupils' work, talking with them and from the inspection of teachers'

planning and displays of work around the school. All pupils throughout the school, including those with special educational needs and those who speak English as an additional language make satisfactory progress. Some pupils are attaining at higher than expected levels. Standards have been maintained since the last inspection. There was no evidence of differences in attainment between boys and girls.

103. Younger pupils learn to use more control of pencils and paintbrushes when making patterns from repeating lines. They are able to choose an appropriate sized brush when painting large areas and know to use a fine brush when painting details. Year 2 pupils know how to mix colours from the primary colours. They have an eye for detail when engaged in observational drawings. There is a very good display of their work based on observations of a spider plant which they have interpreted using a variety of media including paint, pastels and collage.
104. In Year 6 pupils are introducing greater detail into their sketching and use a wider variety of media in their drawings. They learn to observe more carefully and take great care to use tone and texture in these drawings. They also look at people in action, sketching movement of, for example athletes, and then creating 3D models using a medium called Modroc. There is work of good quality on display. The school is fortunate to have a kiln, which is used for 3D work and there was some evidence of this in the pottery room where clay pots were being stored. Year 4 pupils create Caribbean Carnival masks linked with their geography work on St Lucia. Throughout Key Stage 2 pupils develop their use of sketchbooks to record their ideas and observations. However, pupils do not evaluate their work as a regular part of their art lesson.
105. All pupils, including those with special educational needs, make satisfactory progress. They develop their skills in painting and drawing showing greater observational skills as they move through the school. They develop an appreciation of the work of western artists such as Monet and Van Gogh and also have opportunities to appreciate the work of Aboriginal and Islamic artists.
106. Relationships are very good between pupils and the adults they work with. Pupils enjoy their art lessons and work with enthusiasm. They show appreciation for the work of their peers and are generous in their praise. They co-operate when sharing resources and learn to make suitable choices when selecting resources.
107. Teaching and learning in art at Key Stage 1 and Key Stage 2 is generally satisfactory. Planning is thorough with clearly defined learning objectives and good use of resources. Teachers and classroom assistants are most effective when they work around classes to promote individual learning.
108. There are plans to develop the subject further in 2003 – 2004 after the appointment of the new co-ordinator. There is no co-ordinator at present but the headteacher is keeping an overview. There is some monitoring of planning, teaching and work at the moment by the headteacher. She plans for a more structured scheme of work to be written so that progression in the acquisition of skills is ensured. She is fully committed to raising standards. In the recent past she has organised an Arts Week during which the pupils worked on various aspects of art, which interested them. The art file shows that simple assessment procedures are being used and that brief records are being kept.

## **DESIGN AND TECHNOLOGY**

109. At the time of the previous inspection standards were judged to be above average by the age of seven and similar to national averages by the age of eleven. Standards have been maintained in Key Stage 1 and are still above the expected level. No judgement

has been made about standards by the age of eleven as no lessons were seen in Key Stage 2 and there was no evidence available of the work of Year 6 pupils who complete their DT topics in the summer term. However, some work on display in the Year 5 class of musical instruments that have been designed and made by the pupils shows that standards are in line with what is expected by that age.

110. Pupils make good progress in Key Stage 1. Younger pupils study the benefits of eating fruit and vegetables and learn simple joining and assembling techniques through constructing a room in a shoebox. The seven year-old pupils design and make Joseph's multi-coloured coat, using felt and many different trimmings to create the effect to match their design. They use simple stitching to assemble the coat. The classroom boasts a delightful display of mobile cut-out figures all sporting a colourful coat. They also learn about wheels and axles and that if both are fixed the wheels will not turn. From this knowledge they are able to design a simple chassis using a design sheet and labelling their design to show the materials and tools they will use. When the cardboard chassis is completed with wooden axles and wheels they create some very elaborate vehicles to fix on top. By the age of seven, pupils competently use scissors and are careful in their use of sticky tape and glue. ICT is used well by the older pupils who design a multimedia web-site. Pupils think about how successful they have been in achieving their desired results either through talking about it with their teachers or, as they get older, completing an evaluation sheet.
111. Attitudes and behaviour are good. Pupils respond well to the high expectations of their teachers and work well in small groups or pairs. In one lesson the pupils, working in pairs, spent one half of the time concentrating on one of their models (one child acting as helper) and then reversed the roles for the other half of the lesson. All pupils were fully included in the lessons and pupils with special educational needs and pupils with English as an additional language achieved as well as the other pupils. There was no difference in the attainment of boys and girls.
112. Teaching in Key Stage 1 is good overall and teachers show an awareness of the progressive skills that pupils need to be taught. Very good use is made of the learning support assistants (LSAs) whose input in lessons is a contributory factor to the good learning that takes place. In one lesson observed the LSA very successfully led the part of the lesson when the pupils talked about their vehicle and what had been difficult to do and how the problem had been overcome. Attainment of individual pupils is now being recorded at the end of each topic with a view to analysing the information, which will feed into future planning.
113. The co-ordinator was unavailable during the inspection but inspection of her file and the school's planning shows that leadership and management of the subject is at least satisfactory. Design and technology supports the pupils' creative and social development well.

## **GEOGRAPHY**

114. Only two lessons were seen during the inspection. However scrutiny of pupils' work, planning, displays and talking to pupils indicates that standards are in line with national expectations by Year 2 and by Year 6. Pupils make satisfactory progress.
115. Standards have improved by Year 2 since the previous inspection. This is the result of improvements in planning and more regular teaching of the subject in Year 1 and 2. Pupils now make satisfactory progress. The school makes good use of the national schemes of work for geography in planning. A wider range of resources are now

available for use in geography lessons. This represents a significant improvement since the last inspection.

116. The skills progression provides an overview but is not detailed enough to ensure skills are taught and assessed systematically. Resources such as “Mapstart” books bought to support the teaching of skills have not yet been linked to the appropriate unit of work in the scheme. Assessment of the subject is still at an early stage of development.
117. Although there is insufficient evidence to judge teaching, in the lessons seen it was satisfactory. Teachers manage pupils well, have high expectations and teach the basic skills well. For example Year 6 pupils recognise man made features on a mountain picture and explain why they are there. However there is a missed opportunity to develop pupils understanding of the impact of a ski resort on the environment and local people and for pupils to consider their own views and those of others.
118. Pupils’ attitudes to geography are good because the curriculum is relevant and interesting. Year 3 pupils are keen to discuss their work, using a wide range of geographical vocabulary such as temperate, landscape and tropical when describing different locations. Geography contributes well to pupils’ cultural development. For example good links are made between carnivals in the Caribbean and the Notting Hill carnival in Year 4.
119. ICT is used well to support geography work in different age groups. For example Year 1 use a program to plan cities identifying different features such as skyscrapers, buildings and roads. Older pupils use the Internet to find out the best way to travel to London and produce questionnaires about holiday preferences.
120. A new subject co-ordinator has recently taken over the leadership and management of the subject, alongside co-ordinating a number of other new areas. She has made a good start in monitoring pupils’ work. She recognises the need to provide more fieldwork opportunities and is organising a Geography week next term to address this. The next step is to monitor teaching to ensure that opportunities for geographical enquiry and skills are developed systematically through the study of places and themes.

## **HISTORY**

121. Only one lesson was seen in Year 2 during the inspection. However scrutiny of pupils’ work, planning, displays and talking to pupils indicates that standards are above average by Year 2 and are broadly in line with those expected by Year 6. Standards are rising and there has been a significant improvement in standards by the end of Year 2. Pupils make good progress by Year 2.
122. Although there is insufficient evidence to judge teaching overall, the lesson seen was very good. This indicates that improvements in standards by Year 2 are due to improvements in teaching. In the lesson seen drama was used very effectively by the teacher and teaching assistant to put pupils in role as eyewitnesses of the Great Fire of London. This resulted in some very creative writing from pupils showing their good knowledge and understanding of the event. Both staff were very knowledgeable and enthused about the subject, and this motivated pupils to consider and explain cause and consequences. Pupils readily ask questions such as “Where did people go to get away from the fire?” and use a range of sources such as pictures, newspapers and visits to find out the answers.

123. Standards by the end of Year 6 have been maintained since the last inspection and pupils make satisfactory progress. Progress is no better than this because of the restrictions on time given to the subject resulting from the focus on raising standards in mathematics and English in recent years. Although all units of study are covered in Years 3, 4, 5 and 6, the focus is sometimes limited and this restricts pupils' ability to discuss wider implications such as the influence of the Ancient Greeks on today's world. Pupils have reasonable historical knowledge. They compare different periods in the past with the present and describe features of life in those times. However some pupils are not confident in locating different periods such as the Ancient Greeks and Romans, Vikings and Anglo Saxons in chronological order.
124. Pupils develop good enquiry skills in all year groups through access to a wide range of different sources and opportunities to communicate their own knowledge and understanding. The improvement since the last inspection in planning for skills, such as chronology, cause and consequence, change and interpretation of evidence, linked to each year group has contributed well to the raising of standards. Year 6 pupils report, "It is better to look at an artefact than read about it because the writer can change it." The scheme of work based on national guidelines ensures the systematic development of historical skills, alongside knowledge and understanding. Although the subject is assessed at the end of each unit this is still at an early stage of development.
125. The use of the local sources, including talking to people and visiting the Basingstoke canal, alongside living history experiences, have a positive impact on pupils attitudes to the subject. Pupils talk enthusiastically about visits to Farnham museum and the British museum and this contributes well to their personal development and learning. Literacy skills are now well developed through history for example when pupils write their own accounts of the Great Fire Of London and ICT is well used to research the past and communicate information to others.
126. Leadership and management of the subject are good. The co-ordinator has been responsible for the improvements in planning. A history week held last year resulted in a wider range of teaching methods, particularly drama being used in classes. However very little monitoring of teaching takes place. Resources are now good and are well organised into boxes supporting each unit so teachers can quickly locate them. This supports teaching well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. Standards of attainment are above average in Years 2 and 6, all pupils make good progress. This is a major improvement since the last inspection when attainment was below the expected level and progress was unsatisfactory. The improvement is due to the staff's concerted effort to raise standards and to the very good management of the subject.
128. Year 2 pupils use software to write a sequence of instructions for a programmable toy. They reach good standards in using word-processing software. They use ICT equipment well to support their learning in literacy and numeracy. For example, they correct a given piece of text, inserting capital letters and make corrections to the spelling of words. Their work with programmable toys gives a valuable boost to their learning about directional turns and angular measurement. Art and design work is supported well, for example by using a software package to produce colourful designs for a 'Joseph Coat'. Inspection of their work shows good progress and thorough coverage of all parts of the curriculum.



129. Year 6 pupils make good progress as they explore the use of control technology equipment. For example, one group used sensors and buzzers linked to a control box to simulate an alarm system to protect a safe. All pupils are set a good level of challenge. For example, the most capable have used a business level spreadsheet to enter data and analyse it, writing their own formulae for its operation. Many pupils have produced their own piece of multimedia work, linking sound, images and text. This level of challenge inspires pupils who report "next I want to make a real web site using multimedia with moving images". Their numeracy and literacy skills are well employed, for example as they write formulae and evaluate their work.
130. The quality of teaching is good. Common features of good teaching are the high quality of relationships, good subject knowledge, high expectations and good pace. Teachers use resources to good advantage. For example the interactive whiteboard was used very well in a Year 5 lesson to model the actions and processes that pupils needed to become familiar with in using design software, this coupled with the teacher's good subject knowledge led to rapid progress for pupils.
131. The school has made great improvements to the quality and quantity of resources available. A well-equipped ICT suite is now in use but more computers are needed in classes to ensure that pupils have easy access to them to support their work in other subjects. Staff confidence in the subject has been boosted to the currently effective levels by well targeted training and staff commitment. The school has used its financial resources very well to promote improvement and to raise standards.

## **FRENCH**

132. French is taught to all pupils in Years 3 to 6. The school has been committed to teaching this subject for many years. Pupils in each class have a fifty minute lesson each week, usually taught by the class teacher.
133. It was only possible to observe one lesson, talk to pupils and examine their written work and teachers' planning. This limited evidence indicates that pupils achieve well.
134. Pupils in Year 3 learn greetings and how to ask someone's name and say what their own is. They name and write the days of the week and numbers to 31. They move on to use language associated with topics such as the family, colours and animals. In Year 5, pupils speak and write phrases, questions and statements to do with food, shops and shopping. In the lesson observed, the good questioning by the teacher helped most to recall how to say which school subjects they like or dislike. Higher attaining pupils also gave reasons for their preferences. The good methods the teacher used, including asking pupils to mime actions to illustrate the subjects they were referring to, had a positive effect on the interest shown by the class and the progress that was made. The majority speak with a satisfactory accent, although their pronunciation of words such as 'aller' and 'regarde' sometimes lacks precision. Overall, standards in written French are good throughout the school. Pupils in Year 6 record conversation about sport and holidays confidently. They copy short phrases accurately and write from memory using understandable spelling.
135. Very productive links have been established with a local specialist language college. These have already resulted in all the teachers at Mytchett attending training at the college, which boosted their confidence and interest.
136. The subject is led and managed very well. The co-ordinator's work to monitor and evaluate performance in the subject contributes very effectively to pupils' achievements. She supports her colleagues well, for example, by providing lists of phrases for use in

different parts of lessons. The co-ordinator is constantly seeking ways to improve. For instance, plans to set up recorded tape 'loops' playing conversational French in corridors and other shared areas of the building are well-advanced. A further strength of subject management is the use of new technologies. List of websites are provided for teachers, an interactive compact disc is used in Year 3 and video tapes in Years 5 and 6. The co-ordinator has built up a good range of resources, which enrich and promote learning well. The pupils particularly enjoy using large puppets for role-play during activities to develop their conversational skills.

## MUSIC

137. Too few lessons were seen to make overall judgements on attainment. The school is unfortunately without a subject leader until September and this has had a detrimental effect on the quality of the provision for the subjects and the standards achieved by its pupils. At the time of the previous inspection the musical life of the school was buoyant with a choir, orchestra, recorder groups and many pupils taking advantage of the peripatetic music service. This was the result of the enthusiasm, talent and commitment of the co-ordinator. At present there is no one on the teaching staff with musical expertise, consequently there are no music clubs. In spite of these limitations the school has managed to deliver a satisfactory programme for the pupils. A governor has made himself available to play the piano accompaniment when needed. They have continued with their musical Nativity play for the Infant pupils and musical productions in the summer term for the Junior pupils. They are at present planning the next one. It is to the school's credit that some of its pupils volunteer to play their recorders to accompany the hymn singing in assemblies.
138. No music was taught in key Stage 1 during the inspection and therefore no judgements have been made. Two lessons were observed with the older pupils and, in both of these lessons, standards were similar to what is expected. However, no music was taught at the end of the key stage and therefore no judgement about attainment or progress can be made. Singing in assemblies throughout the school is satisfactory and mostly tuneful although sometimes the pupils tend to shout.
139. All pupils are fully included in the lessons and pupils with special educational needs and pupils with English as an additional language are well supported and make similar progress to the other pupils. Boys and girls were seen to be equally involved in lessons and making similar progress.
140. In the lessons seen in Years 3 and 5 pupils were confidently playing tuned and un-tuned percussion instruments. The younger pupils were engaged in composing simple accompaniments to a song about a dragon. They worked very co-operatively in groups of three, some of them of mixed gender. By the end of the lesson they were able to have a first run-through of their combined compositions and were justly proud of their achievement. They did not record their tunes but this is included in the future planning when the pupils will use an ICT program to do this. Year 5 pupils also worked well in small groups. They were busy learning how to keep a Calypso rhythm going using un-tuned percussion instruments. They took turns playing the different instruments, which included some ethnic instruments, and were obviously enjoying the experience. In these lessons the teaching was at least satisfactory and in one lesson the teaching was good because the teacher was more confident with the subject. The decision to purchase a published scheme to use in the interim between subject leaders has meant that a satisfactory curriculum has been maintained. The headteacher also maintains the profile of the subject through inviting groups of musicians to visit the school. At present

only one pupil has individual instrumental lessons with one of the peripatetic teachers from the music centre.

141. Resources have been improved since the previous inspection and now offer the pupils a wide range of both conventional Western instruments and those from other cultures.

## **PHYSICAL EDUCATION**

142. Too few lessons were seen to make an overall judgement on attainment. However, in the two lessons that were seen (Year 6 dance and the Year 2 gymnastics), attainment was above average and pupils made very good progress.
143. Year 2 pupils know the importance of warm-ups and describe the effect on their bodies. They act responsibly and show a strong regard for safety when moving apparatus. They explore different ways of balancing, on the floor and on benches. They observe examples provided by other pupils and their teacher carefully and respond well, trying hard to improve their own performance. School records show that Year 2 pupils achieve well at swimming, and that about one third of last year's class could swim more than 10 metres.
144. Year 6 pupils reach good standards in dance. They create and rehearse movements to portray the conflict between rival gangs in "West Side Story" very convincingly, showing empathy for the characters in the story and very good innovation. They work very well as a whole class team, toward the common goal of class performance, and also very well in pairs as they develop their work. School records show that about one third of the class can swim at least 25 metres.
145. Teaching was of very good quality in both lessons, enabling pupils to make very good progress. A common feature was high quality relationships between teachers and their pupils that established an atmosphere in which all pupils enjoyed working hard and improving. In this productive atmosphere, girls and boys achieve equally well. For example, Year 6 boys were just as committed as the girls to the success of the class dance performance. In both lessons there was strong provision for pupils to develop their independent learning and explore their own ideas in the context of the lesson. For example, when devising fight sequences for the dance or creating expressive poses when balancing. In the Year 6 lesson, the teacher gave direct and clear evaluation of pupils' performances, they responded very well to this and made very good progress as a result. In Year 2, the teacher used examples well to show pupils how to improve.
146. The subject is well managed. The co-ordinator contributes to raising standards by reviewing the scheme of work and by monitoring teaching and learning. The school has recently gained an "Active Mark" in recognition of its commitment to physical education. The curriculum is well supported by a recently revised scheme of work. ICT has been used well to record performances for appraisal. There are good links with a local secondary school which help to enhance opportunities for orienteering skills. There are good resources available, including a swimming pool.

## **RELIGIOUS EDUCATION**

147. It was not possible to see sufficient lessons during the inspection for detailed judgements about teaching to be made. However part of a lesson taught by a supply teacher, scrutiny of work and planning as well as discussion with pupils indicate that standards are generally in line with the expectations of the locally agreed syllabus by the

end of Year 2 and Year 6. Some higher attaining pupils exceed these. Pupils make satisfactory progress.

148. There have been significant improvements since the last inspection. Planning is now more detailed, covers all aspects of the locally agreed syllabus and shows a variety of teaching approaches and activities. Opportunities to assess pupils' knowledge, understanding and skills are still at an early stage of development but are beginning to impact on standards. The subject is now well led and managed. The co-ordinator monitors pupils' work, supports colleagues and recognises the need to provide more opportunities for pupils to reflect on what they have learnt from religion. The next step is to observe teaching in lessons.
149. By Year 2, most pupils understand the importance of some of the beliefs of Christianity and Islam. For example they know that Muslims pray towards Mecca and that Mohammed was the special messenger of Allah. Pupils know that different religions have special books such as the bible for Christians and the Qu'ran for Muslims. They understand how people celebrate festivals such as Christmas and Ramadan, while higher attaining pupils understand why. Most pupils can retell a range of stories from the bible such as 'The Good Samaritan' and 'The Blind Man'. They respond sensitively to the values and experiences of others.
150. By Year 6 pupils have reasonably secure knowledge and understanding of Christianity and other world religions. They know the 'Ten Commandments' from the bible and discuss matters of right and wrong. Higher attaining pupils make informed responses to other people's values. They report "RE is interesting because we have debates and we have different religions in our class." Pupils begin to develop their own answers to puzzling aspects of life.
151. Links made with the local church are satisfactory but there are relatively few visits or visitors from other faiths to enhance pupils' understanding of other religions. ICT is used well to support work, for example when Year 6 pupils research key figures from Christianity.
152. Religious education makes a very good contribution to pupils' personal development because pupils listen and respect the views of others. Older pupils are prepared to challenge others such as when Year 5 pupils express their own views in prayers written about animals and the environment.