

# INSPECTION REPORT

## **THE KNAPHILL LOWER SCHOOL**

Woking

LEA area: Surrey

Unique reference number: 125047

Headteacher: Mrs D Bennett

Reporting inspector: Rosalind Johns  
22745

Dates of inspection: 23<sup>rd</sup> and 24<sup>th</sup> September 2002

Inspection number: 248647

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Chobham Road Knaphill Woking Surrey
Postcode:	GU21 2SX
Telephone number:	01483 473282
Fax number:	01483 799096
Appropriate authority:	The governing body, The Knaphill Lower School
Name of chair of governors:	Mrs A Bedford
Date of previous inspection:	March 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22745	Rosalind Johns	Registered inspector
9446	Helen Griffiths	Lay inspector
15271	Brian Farley	Team inspector
15917	Bob Cross	Team inspector

The inspection contractor was:

Phoenix Educational Consultants  
"Thule"  
60 Joy Lane  
Whitstable  
Kent  
CT5 4LT  
01227 273449

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The Knaphill Lower School educates boys and girls aged between three and seven years. It is larger than most schools of its type as there are 276 pupils altogether. There are 86 children in three Reception classes, 150 pupils in Year 1 and Year 2 and 48 boys and 32 girls part time in the Nursery. There are 17 pupils on the school's register of special educational needs which is below average and one pupil with a statement of special educational need which is also below average. Twenty-five pupils are from minority ethnic backgrounds mainly of Indian, Pakistani and Chinese ethnicity. Sixteen pupils speak English as an additional language but only five are at an early stage of learning English. Twelve pupils are eligible for free school meals which is below average. During the last school year, eight pupils entered the school other than at the usual time of first admission and seven left it at times other than those of the normal leaving or transfer. This is a low rate of mobility. Pupils generally enter the school at below average levels of attainment but current Year 2 pupils attained average levels on entry. A major rebuilding project has taken place over the past two years to replace substandard buildings. The school was awarded Beacon status in 1999 and has achieved a successful resubmission for a further three year programme from September 2002.

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

This is a very good school with areas of excellence in the major aspects of its work. The excellent leadership and management of the headteacher and key staff ensure that the school has the vision and the systems in place to continue to drive it forward successfully. In Year 2, pupils attain well above average standards in reading, writing, mathematics and science and achieve very well overall because the quality of teaching and learning is very good and pupils match the high expectations of their teachers. The school's very good provision for pupils' spiritual, moral, social and cultural development is at the heart of its life and work. These qualities, combined with the excellent procedures to monitor its performance, mean that the school gives very good value for money.

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

- Pupils in Year 2 attain well above average standards in English, mathematics and science because all staff encourage them to enjoy the challenge of new learning.
- The excellent leadership and management of the headteacher and key staff, and the good partnership with the governing body, ensure a very strong commitment to inclusion, self-evaluation and constant improvement.
- The quality of teaching and learning is very good so that pupils are enthusiastic about their lessons and actively want to learn.
- Pupils' attitudes to school, behaviour, personal development and relationships are all very good and are firmly rooted in the school's very good provision for their moral and social development.
- The very close links with parents who, in turn, value the school highly so that there is a genuine partnership in children's learning.

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

- Provision for pupils' cultural development which, although good overall, does not sufficiently develop their awareness and understanding of Britain as a multicultural society.

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

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

The school was last inspected in March 1997 and since then, it has made a very good improvement and is very well placed to improve further. Key issues for action have been addressed rigorously as an increasing number of pupils have obtained Level 3 in the national tests year on year. Schemes of work are now in place in religious education and teaching and learning in the subject have made a good improvement. The school has also undergone an extensive rebuilding programme. In spite of such challenging work conditions and a downward trend in prior attainment, the school has maintained high standards in the classroom and in the national tests. This is because of the exceptional quality of the leadership and management which is judged to be excellent, the

consistently very good teaching and the systematic and analytical way in which assessment information has been used to enable teachers to target the needs of individual pupils. The very successful implementation of the literacy and numeracy strategies has also contributed to pupils' sustained high achievement. The renewal of the school's Beacon status is further evidence of its commitment to excellence.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	A*	A	A*	A	well above average A
Writing	A	B	A	B	above average B
Mathematics	A	A	A	A	average C
					below average D
					well below average E

The table shows that in 2001, standards were very high compared with the national average in reading, and well above average in writing and mathematics. In reading, pupils were in the top five per cent in the country. Compared with similar schools based on the number of pupils known to be eligible for free school meals, standards were well above average in reading and mathematics and above average in writing. The assessments made by teachers in science at the end of Year 2 in 2001 showed that standards were above average. National comparisons are not yet available for the results in the 2002 tests but the school exceeded its target of 92 per cent in reading, writing, mathematics and science. The results show that the performance of boys has exceeded that of girls in all areas including Level 3. Standards in reading, writing and mathematics dipped slightly in 2000 but have generally risen steadily. Efforts to sustain achievement in reading have been successful and an intensive focus on writing, such as the writer's workshop for more able pupils, has also led to improved results. The findings of the inspection showed a broadly similar picture as standards in reading, writing, mathematics and science were judged to be well above average.

Children in the Foundation Stage achieve very well in all areas of learning and are on course to reach or exceed the Early Learning Goals by the time they enter Year 1. The very good provision for pupils with special educational needs and for those with English as an additional language enables them to make very good progress and reach very good standards compared with their earlier attainment. Overall, pupils, including the more able and the gifted and talented, achieve very well as they move through the school because they are active, independent learners who respond enthusiastically to lively and imaginative teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy the stimulus of new learning and thrive in a happy and caring environment. They bring growing confidence to their work and have a real sense of pride in what they do.
Behaviour, in and out of classrooms	Pupils behave very well in lessons, around the school and at play. This contributes greatly to the secure, purposeful atmosphere for working and ensures that they make significant headway in a short time.
Personal development and relationships	Very good. All staff have succeeded in creating a warm, friendly atmosphere where pupils feel, and are, safe. They enjoy carrying out tasks around the school and do so cheerfully and reliably. Pupils work in happy cooperation with the teacher and delight in their own successes and in the achievements of others.
Attendance	Very good. Pupils' attendance is well above the national average.

	Unauthorised absence is well below the national average. Pupils generally arrive punctually and lessons begin on time. There have been no exclusions.
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Pupils have positive, open attitudes to their learning. They are quick to offer ideas, share their skills happily and take great care of the school environment.

### TEACHING AND LEARNING

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

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

Overall, the quality of teaching and of pupils' learning is very good. During the inspection, 25 lessons or parts of lessons were seen. Five were very good, 19 were good and one was satisfactory. The standards attained by pupils in the national tests in Year 2 reflect the consistently high quality of teaching across the school. Teachers are very perceptive in the evaluation of their work; they have a strong sense of teamwork and a determination that pupils should come first. Lessons are very well planned and organised with a successful balance between carefully structured activities, time to choose and experiment, sharp direct teaching and precise questioning. The basic skills of literacy and numeracy are taught very well and are developed very effectively through work in other subjects. Teachers also have very high and focused expectations of pupils' response and pace of work. As a result, pupils, including those with special educational needs, English as an additional language, the more able and the gifted and talented, are fired with enthusiasm. Learning topics capture their imagination and interest and all are given a chance to shine. Teachers' skilful and sensitive management of pupils means that they are not afraid to answer questions and to say when they do not understand. Explanations and instructions are clear and fluent so that pupils quickly become involved in the tasks set for them and lessons are packed full of learning. The few weaknesses in teaching include not making the best use of teaching assistants' time at the beginning of lessons and not giving a high enough profile to the use of information and communication technology in the classroom.

Strong features of pupils' learning are their confidence in trying out new experiences and their willingness to work independently rather than constantly relying on the teacher for guidance. Another strength is their knowledge and awareness of their own learning when they discuss whether the aims of the lessons have been met. Weaknesses include occasional lapses of concentration and forgetting class rules when carried away by their own enthusiasm.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Children in the Foundation Stage receive a very well planned and exciting variety of experiences with a very good balance between appropriately focused teaching and independent learning. The curriculum for pupils in Years 1 and 2 is very well organised and gives pupils a broad range of stimulating learning opportunities whilst also developing their literacy and numeracy skills. This is achieved through a thematic programme of work and a daily subject focus to provide a cross-curricular approach to learning. The curriculum is enriched through a good range of other activities such as clubs, workshops, drama groups and visits to places of interest. The school is committed to equality of opportunity for all its pupils and the relative needs of different groups are met very well.
Provision for pupils with special educational needs	Early identification of needs, very well organised individual education plans with clear and sustainable targets, regular reviews and close liaison between all staff and the coordinator for special educational needs contribute significantly to the school's very good provision.

Provision for pupils with English as an additional language	Very good. Most of these pupils speak English fluently and are able to take a full part in the life of the school without additional support.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils are given times of stillness, prayer and reflection to develop their spiritual and personal responses and to find wonder in the world round them. Provision for moral and social development is based on trust and mutual support so that the school has a strong sense of identity as a very caring community. Cultural aspects are developed well through literature, art and music but there are too few opportunities for pupils to develop an awareness and understanding of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Very good. The welcoming and inclusive ethos of the school provides a safe environment where effective learning can take place. Teachers know the pupils well and ensure that they are happy, secure and valued. There are very good procedures for child protection and health and safety. All staff are trained in first aid. Assessment and procedures for tracking pupils' progress are excellent. These systems enable teachers to plan very precisely and provide challenging work for all pupils. The school has a good policy for racial equality and an appropriate accessibility plan.

The carefully structured curriculum gives pupils a wealth of opportunities to stimulate their curiosity and capture their imagination. The school provides high levels of care and nurture whilst expecting pupils to settle for nothing less than their best work. All statutory requirements are met.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads by example in all aspects of school life, values staff and governors and the contribution they make and shows care and concern for every member of the school family. She has a very clear vision for the future of the school and has built up a strong management team to drive it forward.
How well the governors fulfil their responsibilities	Good. By working closely with the headteacher and staff, governors are able to play an important part in shaping the direction of the school. They monitor the progress of the school improvement plan, ask searching questions and seek explanations for decisions that are made. They also bring a range of professional expertise to their work. Governors take a keen interest in analysing performance data and evaluating the impact of changes. However, they do not make enough visits to the classroom with an agreed focus to give them a deeper understanding of the strengths and needs of the school.
The school's evaluation of its performance	Excellent. The school's success owes a great deal to self-critical analysis of its performance. The very detailed analysis of assessment data and the rigorous and regular monitoring of teaching and learning mean that challenging and powerful questions are raised and programmes of action put in place. The school improvement plan, a constantly evolving document, is central to the school's drive to move forward.
The strategic use of resources	Very good. The funds allocated to the school are used very well to provide a high standard of education for its pupils and there are close links between the budget and the priorities identified in the school improvement plan. Governors ensure that they obtain good value for money when making spending decisions. There are very good procedures for judging how well money has been spent in terms of the effect on standards reached by the pupils.

A hallmark of the school's excellent leadership and management is its constant quest to improve and to provide a high quality, inclusive education where pupils are challenged to reach new heights in their learning. The school's

financial reserves are much lower than recommended. However, the governors have suitable contingency plans to address any financial emergency.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The high standards that their children achieve.</li><li>• Pupils' behaviour.</li><li>• The good quality of teaching.</li><li>• The high expectations set by the school.</li><li>• The school works closely with parents.</li><li>• The leadership and management of the school.</li></ul>	<ul style="list-style-type: none"><li>• There were no aspects of the school that a significant number of parents would like to see improved.</li></ul>

The inspection team endorses the positive views of parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils in Year 2 attain well above average standards in English, mathematics and science because all staff encourage them to enjoy the challenge of new learning.**

1. The current Year 2 pupils entered the school at average levels of attainment. They are now attaining well above average levels in reading, writing, mathematics and science. Overall, this represents very good achievement. The judgements of this inspection are higher than those found in the previous inspection in 1997 and are generally consistent with the school's results in the 2001 national tests when standards were very high in reading, well above average in writing and mathematics and above average in science. Compared with similar schools, results in 2001 were well above average in reading and mathematics and above average in writing. In these tests, 58 per cent of pupils reached the higher Level 3 in reading, 14 per cent in writing and 42 per cent in mathematics. Unconfirmed results for the 2002 national tests in these subjects paint a broadly similar picture. As the inspection took place early in the school year, evidence was also drawn from pupils' work in Year 2 in the previous year.

2. There has been a downward trend in pupils' prior attainment over the past four years and, since the last inspection, attainment on entry to the school has generally been below average. In spite of the decline in the baseline score, pupils continue to achieve high standards. This is because teachers' high expectations are reflected in the challenging tasks and activities which they set for pupils without losing the sense of fun and enjoyment in learning. As a result, pupils are well-motivated, confident learners who acquire new skills and knowledge quickly within a stimulating and well-organised environment. Teachers reflect critically on their work and are always seeking more interesting and imaginative ways of improving pupils' learning. Rigorous assessment procedures and thorough analysis of pupils' work and their performance in the national tests provide precise insights into specific weaknesses which are addressed and revisited. There has been a whole school focus on improving pupils' writing with initiatives like writer's workshop to help pupils develop structure, fluency and imagination in their written work. The very successful implementation of the literacy and numeracy strategies and subject coordinators, who have the expertise to provide colleagues with a wealth of ideas, have also been instrumental in sustaining high achievement.

3. In Year 2, pupils are discovering fun and amusement in language and enjoy experimenting with new words and ideas. Many listen carefully and answer questions thoughtfully. They are aware of the importance of taking turns and valuing the contributions of others. In a Year 2 lesson on sequencing instructions for 'Stuck in the Mud', pupils listened attentively to their talk partners and tested out their own opinions sensibly before offering an answer. Pupils' enthusiasm for books is a strength of their learning and many read expressively with few hesitations. Most use their knowledge of letters and sounds or the context very competently to help them tackle unknown words. They also use their knowledge of sequencing and story language well when retelling stories they have read. Pupils talk cheerfully about their likes and dislikes and of how they practise their skills regularly with their parents. The school has had an intensive focus on raising achievement in pupils' writing. This has paid dividends and many pupils are now developing a lively confidence in their use of language and are building a sense up tension and excitement as they develop the story line. In work like 'My trouser pocket', 'When all my toys came alive' and 'Duncan's tree house', pupils organise their ideas in fresh and imaginative ways and fill their stories with sparkling images. Their skill in letter writing is evident in work on 'Lazy Ozzie' and in letters to Mr Builder expressing their frustration at the school's building site. They generally show a very good understanding of sentence structure and awareness of punctuation. Handwriting is mainly well formed and simple spelling is accurate or recognisable as a good attempt using phonic knowledge. Pupils take a justifiable pride in the presentation of their work.

4. Pupils in Year 2 are also developing their confidence as mathematicians. They use a variety of mental strategies to work out problems and apply this knowledge and understanding in different situations. They can discuss their work using appropriate mathematical language which helps them to explain their strategies clearly to the rest of the class. More able pupils sequence numbers to 1000 and recognise the place value of numbers to 1000. They can tell the time including a quarter to and a quarter past and 25 past and ten to the hour. Many pupils can classify two and three-dimensional shapes using their properties and can use quick mental recall of number facts to 20. In a Year 2 lesson, pupils worked well independently when they counted on in tens and then made up number bonds to 20 for each other. Analysis of pupils' performance in mathematics highlighted specific weaknesses in problem solving especially by girls and strategies have been put in place to address this issue.

5. Year 2 pupils also enjoy being young scientists who are able to use their knowledge to solve exciting problems like their homework projects on healthy eating, pushes and pulls and living things. They are beginning to develop good investigative skills and are taught to make simple predictions based on their existing knowledge and to test them by experimenting. This gives a good start to their scientific thinking. Through their food diary and work on living things, pupils know that exercise and food are necessary for good health and that plants need light and water to grow. They understand that some materials are suitable for specific purposes and that changes in materials can be reversible or not. Pupils have investigated floating and sinking, how shadows are created by blocking light, how sounds are fainter further from the source, and how forces make things speed up and slow down and change direction. Pupils observe closely and record findings accurately using a range of methods.

**The excellent leadership and management of the headteacher and key staff, and the good partnership with the governing body, ensure a very strong commitment to inclusion, self-evaluation and constant improvement.**

6. 'We aim to offer the best educational opportunities to enable all children to lead fulfilling lives.' The school's mission statement is at the heart of all it does. The pursuit of excellence has been embraced by the headteacher, staff and governors and this philosophy has been communicated effectively to parents and pupils. It means that the school provides a high quality, inclusive, academic, creative, social and moral education for its pupils and gives them a flying start to their school career. The excellent leadership of the headteacher ensures clarity of purpose and direction as she has the strength, vision and ability to lead the school forward. Since the previous inspection, she has had a pivotal role in providing continuity and challenge for staff, in developing a broad yet rigorous curriculum and in successfully managing well-paced change. The headteacher combines a genuine concern for the well-being of pupils and their families, respect for the personal and professional needs of staff and a determination to achieve standards that are as high as possible in all areas of school life. The school's management structure has resulted in a committed and efficient team with real energy, vision and teamwork. Their skills complement each other; roles and responsibilities are clearly defined and their positive response to change has made a significant contribution to the school's success. In the previous inspection, it was reported that the school was led 'with great flair by a confident and dynamic headteacher'. The incisive leadership of the headteacher has ensured that the school has continued to adjust to considerable change and has addressed the key issues for action from that inspection very thoroughly. The school is also very well placed to continue to improve.

7. Governors work closely with the headteacher and senior management team and make a good contribution to shaping the direction of the school. They bring a good range of professional expertise to their role and good systems, procedures and documentation help to ensure the smooth and efficient running of their committees. They are also involved in debating issues around the school development plan and monitoring its progress. Governors are willing to challenge the headteacher and staff, for example, questioning them about the rationale behind proposed expenditure, whilst supporting and

valuing their hard work and commitment. Although they have a sound understanding of the strengths and needs of the school through analysis of data, reports from the headteacher and staff and open debate at meetings, they do not pay regular visits to the classroom with an agreed focus to enable them to obtain a clearer view of the school's provision. They ensure through careful financial planning, administration and monitoring of expenditure that the school's resources are used efficiently to promote pupils' learning.

8. All staff and governors are united in their vision of equality of opportunity for all pupils. At the pre inspection meetings with governors and parents, both groups felt that one of the most important factors in the school's success was the comprehensive picture that is compiled of each pupil's achievement and the sharp focus on his or her individual needs. Assessment procedures are exemplary and enable staff to respond to pupils' diverse learning needs and to give every pupil the opportunity to experience success and to achieve high standards. Personal, year group and whole school targets help teachers and pupils to focus on specific skills to move on to the next stage of learning. Staff provide high levels of experience, expertise and support for pupils with special educational needs so that these pupils make very good progress in their understanding of basic skills and in their confidence and positive attitudes to learning. Teachers are also aware of the language and learning needs of pupils with English as an additional language who can usually take a full part in the life of the school without additional support. The school has consulted a multicultural adviser about the language and learning needs of the increased number of new children from minority ethnic backgrounds in the Nursery. More able pupils and the gifted and talented are encouraged to develop self-control and independence in learning. In some curriculum areas, the underachievement of girls, compared with boys, is being closely monitored and initiatives have been put in place to address it in the school's drive towards inclusive practice.

9. In the previous inspection, it was reported that the school had an 'ethos of self evaluation and improvement' and that there was 'a commendable commitment to collaboration, critical reflection and continuous improvement'. This is still the case: the school looks critically at its performance, raises challenging and powerful questions and finds ways to do even better. In depth evaluation, based on very thorough assessment procedures and detailed analysis of data from national and internal tests, is used to build up a frank and objective picture of the school. Data are used to check trends such as value added, differences in performance between boys and girls, pupils with special educational needs, and those with English as an additional language, in different year groups and across the school. It compares its costs and results with other schools both locally and nationally. Rigorous debate and consideration of this information lead to clear programmes of action and are also used to make informed decisions about setting individual, year group and whole school targets. For example, analysis of pupils' performance in mathematics in the key stage tests highlighted problem solving by girls as an area of weakness. Similarly, results showed a decline in reading by girls and this was also used to inform the gender programme. The school's own assessment systems are regular, rigorous and manageable and ensure that gaps in pupils' knowledge, skills and understanding are quickly identified and that planning is adjusted precisely where weaknesses are pinpointed.

10. The monitoring and evaluation of teaching and learning is also systematic and rigorous and a cycle of observations and feedback is given a high priority. Teachers' folders for planning and evaluation are also read and reported on, and there is extensive work sampling and benchmarking with other schools. Teachers themselves are very perceptive in the evaluation of their teaching and are constantly striving to improve their practice. Coordinators have a key role in monitoring, evaluating and developing their subjects. Performance Management is an integral part of the school's work and the way in which individual objectives have been related to whole school priorities, teachers' professional needs and their subject responsibilities has brought coherence to the whole development of the school.

11. Fundamental to the school's drive for self-improvement is the school development plan, a document that is constantly evolving and responding to change. Future perspectives include providing increased flexibility in the school day to meet parents' needs, links with the community and the use of new technology. This provides staff and governors with a clear agenda and ensures that the school has the vision and the systems in place for continued improvement.

**The quality of teaching and learning is very good so that pupils are enthusiastic about their lessons and actively want to learn.**

12. Overall, the quality of teaching and learning is very good and this is why pupils make great strides in their learning. During the inspection, 25 lessons or parts of lessons were seen. Five were very good, 19 were good and one was satisfactory. These figures show an improvement from the last inspection when teaching was reported to be generally good with a small amount of less than satisfactory teaching. The teaching of the basic skills of reading, writing and manipulating number is also very good and accounts for pupils' very good achievement. There are no weak links in teaching in this school and the high standards attained by pupils in the national tests in Year 2 are the culmination of the consistently very good teaching that they receive from their earliest days in the school.

13. 'Teaching with dedication, imagination and affection' is one of the core values of the school. Their dedication to getting the best possible deal for their pupils is shown in teachers' willingness to learn from each other and their constant quest to improve their performance in the classroom for the benefit of pupils. The key to the successful teaching and learning is in teachers' very specific joint planning and evaluation processes so that they share their understanding, ideas and expertise. This ensures that activities for different groups are very sharply defined. Proof of the teachers' sense of purpose and their determination to put pupils first is shown by the fact that standards in the classroom have remained high in spite of a downward trend in prior attainment and challenging working conditions in being at the centre of a huge building project. Teachers' involvement in the Beacon programme has meant sharing their expertise in the classroom to meet identified needs in other schools so that they have to be at the 'cutting edge'. As a result, they have received appropriate training to ensure high skill levels to adapt to new technologies, assist in trialling meetings, understand learning styles and thinking such as 'mind mapping' and to develop the role of teaching assistants.

14. Teachers have high and clearly expressed expectations of pupils and provide them with a rich variety of experiences. Most lessons are demanding and motivating; teachers encourage pupils to think for themselves and not to worry about failure when trying out new ideas or projects. In a Year 1 physical education lesson, when pupils were practising throwing and catching, the teacher gradually increased the level of challenge so that their skills were significantly improved by the end of the session. Similarly, Year 2 pupils were sequencing instructions for their 'Stuck in the Mud' game in a literacy lesson and the fine distinction between the different sequences meant that all pupils had to apply greater effort and think very hard. Teachers' clear instructions and fluent explanations also mean that pupils settle quickly to tasks, no time is lost and learning is accelerated. In a Year 1 lesson in understanding the operation of addition to ten, the teacher's confident explanation enabled some pupils to use mental recall of numbers to ten and others to sort out sets of objects reliably. In design and technology, when Year 2 pupils were working on parts of vehicles, the teacher's well-structured demonstration resulted in pupils having appropriate skills and understanding of planning and developing their ideas.

15. Teachers make learning meaningful and fun which captures pupils' imagination and ensures a lively pace. In a Year 2 religious education lesson, the teacher's involvement of pupils in the animal stories in the Creation caught them up in an air of excitement. Other Year 2 pupils were bursting with enthusiasm when the teacher talked about their treasure maps and the classroom quickly became a hive of activity. Teachers also insist that pupils should be very accurate in their use of language and will not accept imprecise words like 'stuff', 'nice' or 'kind'. Teachers are skilled at asking the right

questions to make pupils think. 'What is it like to be an Iron Man?' asked a Year 2 teacher so that pupils discussed their ideas thoughtfully and understood what was implied in the robotic movements. In a history lesson when Year 1 pupils were placing their family in chronological order, the teacher's carefully focused questions enabled them to identify their own positions in the family group.

16. In the Foundation Stage, teachers show the same energy, enthusiasm and imagination as their colleagues so that children are enabled to love learning. The rich, varied and stimulating curriculum they provide means that children make very good progress in all areas of learning. They have the independence to choose, experiment, explore creatively and initiate ideas of their own as well as receiving appropriately focused teaching. Teachers work very well together as a team; they have a very good understanding of the needs of these very young children and support, encourage and challenge them fully. Planning ensures that children have an exciting range of very well planned and organised opportunities for learning that are matched to their age and stage of development. Children who had just arrived in the Nursery were settling in very well as there were so many opportunities for them to explore and investigate. They made confident choices and showed great enthusiasm and curiosity in activities like sowing seeds and looking at exotic fruit like mangoes and pomegranates through a magnifying glass. The learning environment in the Foundation Stage is vibrant and motivating; classroom displays are rich in language intended to reinforce learning and a very good emphasis on language is evident through the programme of work. Children in a Reception class joined in excitedly with a *Kipper* story – 'What good authors you are!' praised the teacher. Role-play areas such as the hospital are used very well by teachers and support staff to extend children's vocabulary and imagination. Even at this early stage in the year, the day-to-day routines in the classroom are becoming established. This enables children to feel safe and secure and teachers encourage them to feel confident about what they can achieve. A very good range of equipment in the outside play areas and effective interaction with staff enhance children's physical development, mobility and awareness of space.

17. The quality of teaching and learning for pupils with special educational needs is the same as that seen in the rest of the school. Targets and individual education plans are very clearly expressed and teachers ensure that they, and the few pupils with English as an additional language, are very well supported and are able to grasp more basic skills and concepts. More able pupils and the gifted and talented also achieve very well because of the early identification of their needs. They are encouraged to think more deeply about the subject and the provision of work enables them to realise their talents.

18. There are not many weaknesses in teaching. At the beginning of lessons, teaching assistants were seen to sit and watch rather than observing and encouraging pupils and recording their responses. Occasionally, a few pupils are inattentive and this is not checked promptly enough by the teacher. During the inspection, information and communication technology did not have a high enough profile in the classroom.

19. Across the school, fundamental to successful teaching and learning is teachers' skilful management of behaviour. As a result, pupils develop confidence and enjoy a sense of achievement within a warm, supportive environment. They are not afraid to ask questions, seek help or express their feelings because teachers value their contributions. These relationships, based on sensitivity and mutual respect, ensure that there is a calm, purposeful atmosphere in every class where teachers obviously enjoy teaching and, in keeping with the aims of the school, 'pupils are happy and want to learn'.

**Pupils' attitudes to school, behaviour, personal development and relationships are all very good and are firmly rooted in the school's very good provision for their moral and social development.**

20. The aims and philosophy of the school are clearly evident in its very good provision for pupils' moral and social development. Each strand is integral to the life and work of the school and results in a caring, stimulating and happy environment where pupils want to do their best. High staff morale and a shared vision for the school provide pupils with a message and very good role models as well as a strong work ethos.

21. One of the aims of the school is that pupils should 'develop as confident, independent learners'. As they move through the school, pupils bring growing confidence, imagination and independence to their work. They respond enthusiastically to lively, structured and focused teaching, show effort, care and perseverance, and look for and enjoy a challenge. 'We've a lot of busy children in this class!' exclaimed a Year 2 teacher. As with many of the school's strong features, very good foundations are laid in the Nursery and Reception classes where teachers seize opportunities to develop children's natural curiosity in the exciting nature of the world around them. Even at this early stage in the year, children in the Nursery were confident in trying out new activities and were keen to explore their environment. Children in the Reception classes were very responsive to newly established routines, worked well together and were eager to try out new experiences. In Year 2, pupils' prompt and enthusiastic response to the teacher's explanation of a key to treasure map showed a keen understanding of what had been said to them. Across the school, pupils work with enjoyment and pride. They accept teachers' high expectations of their performance and strive to meet them.

22. Pupils' very good behaviour is based on the strong moral framework within the school. Teachers encourage values such as honesty, fairness and mutual respect in everyday relationships. They lead pupils to develop a strong sense of justice based on moral principles and the ability to make clear distinctions between right and wrong. Rules are clear and are formed positively thus encouraging a respect for truth, people and property. In a Year 2 religious education lesson about Moses, moral issues were well taught when the teacher asked, 'Why do we have laws and rules and what would happen if they didn't exist?' Pupils were prompt in their response: 'everyone would be naughty' 'everything would be destroyed'. Teachers' skilful management of pupils' behaviour acts as a very sound basis for moral understanding. The well-structured reward system, including stickers, Friday assembly, showing work to the headteacher, provides a very positive focus and clearly emphasises the values of the school.

23. Therefore, pupils behave very sensibly because that is what is expected of them. During the inspection, behaviour was very good in the classroom, around the school and at playtime. Pupils cooperate very well and are aware of the impact of their actions on others. They respond quickly to routines and procedures. Resources are handled carefully and pupils show respect for others' property and take care of the school environment. In the pre inspection questionnaire, 98 per cent of parents considered that behaviour was good. At the parents' meeting, they rated pupils' behaviour as excellent and commented that pupils were well-motivated because 'learning is fun'.

24. The inclusive and caring ethos of the school is at the heart of the school's very good provision for pupils' social development. This creates a sense of identity as a community for which every one is responsible and where every one is looked after and supported. All staff show high levels of care and nurture for pupils and this, combined with their open, friendly manner, helps pupils to form positive attitudes towards social behaviour. The school's calm and well-ordered atmosphere and the effective programme for personal, social and health education guide pupils into considering the impact of their actions on others and accepting and valuing differences.

25. As pupils move through the school, they are encouraged to become mature and responsible for their age through many opportunities for personal development. They often work in groups, share skills and resources generously and applaud the success of others. They enjoy being given responsibilities for school routines such as 'Special helpers', librarians, computer and register monitors. Pupils also benefit from a range of extra-curricular activities like football, chess, recorder and computer clubs. Visits to places such as Painshill Park, Bocketts Farm and Birdworld, enable them to



learn to get on together in unfamiliar surroundings. Visitors including an artist, a museum curator, fire officer and a drama group also broaden pupils' horizons. They consider wider world issues such as poverty and support a number of charities such as the Woking Shelter, British Legion Poppy Appeal and Marie Curie Cancer Care. Very importantly, pupils are taking increasing responsibility for their own learning through targets and learning intentions in lessons. Lessons were seen during the inspection in which older pupils worked independently and used their initiative when the teacher was with another group.

26. Relationships in the school are very good because there is a strong bond of trust between pupils and those who support them. Each child is treated as an individual which ensures that they feel, happy, secure and valued. 'We are special!' announced a colourful display of photographs in Reception. 'What did you see in my special box?' asked a Reception teacher. 'A mirror, I saw me!' exclaimed a child delightedly. In turn, pupils are usually thoughtful, caring and keen to help others. They work and play together in harmony and often very responsibly for their age. Children in the Reception classes are quickly learning to share and take turns and to consider the feelings of others. There was a real sense of occasion in the Nursery for a child's fourth birthday when children behaved very well and accepted pieces of the birthday cake in turn. In discussion, pupils usually listen carefully, willingly share their ideas and personal experiences and respect the views of those in the group. In a Year 2 'circle time' on the theme of belonging, pupils were confident in talking about matters that were important to them which boosted self esteem very effectively. Parents also praised the family atmosphere of the school and the way in which older pupils helped younger ones. Year 2 pupils made puppets from traditional stories and gave a performance to younger pupils. They also escorted Year 1 pupils from assembly. Pupils also show good humour, tolerance and respect. Year 2 pupils discussed the story of the Good Samaritan very thoughtfully and how it was necessary to help people even if they were not your friends. This led naturally to an assembly theme of helping others and how listening carefully to different points of view could avoid or resolve quarrels. Pupils are welcoming and friendly to visitors and many talk animatedly about their life in the school.

27. The school's very good provision for pupils' moral and social development ensures a happy community where pupils thrive and learning flourishes.

**The very close links with parents who, in turn, value the school highly so that there is a genuine partnership in children's learning.**

28. In July 2002, the school carried out an 'exit interview' survey amongst Year 2 parents as part of its efforts to gauge parental satisfaction. One hundred per cent of parents were satisfied with the progress that their children had made, the care given by the school, the encouragement to work with the school in partnership and the leadership and management of the headteacher. All would recommend it to others citing reasons from high standards to discipline and support.

29. This survey is an example of the high value that the school places on its partnership with parents and its commitment to forging strong links between home and school. It encourages parents to play a full and active role in the school and aspires to 'mutual respect and recognition between parents, school and community'. The headteacher's vision for the school encompasses 'wrap around care' – greater flexibility in the school day to meet the needs of parents and increased access to agencies to support parents with difficulties such as behaviour management. There is also a middle manager in the school with responsibility for the parent programme. At the pre inspection meeting and in the questionnaire, parents commented on the family atmosphere, the friendliness of the staff and the values upheld by the school. In the previous inspection, the partnership with parents was reported to be a major strength.

30. The school builds important bridges through the high quality of its communication with parents. This starts with comprehensive induction procedures in the Nursery followed up by coffee mornings,

curriculum workshops, consultation meetings, newsletters, leaflets, informal links with reading diaries, reports, an open door policy and a smooth transition to the junior school. An update on progress in the operational targets in the school development plan is available for parents to see in the reception area and is reported in newsletters. There are also 'class reps' amongst parents whose duties include cascading information like bad weather. Parents who help in the school say that they feel welcome and that their work is valued. They are given good training through workshops to help them in their role although confidentiality is not stressed. A good number of parents volunteer to help such as hearing reading, sewing and cooking, uniform and book sales, the library and helping with outside trips. Parents also help in school clubs like chess and pottery and computers. The school draws very effectively on the expertise of parents in working to improve the school environment such as gardening, painting, carpentry and bricklaying which has considerably enhanced the outdoor areas in the Foundation Stage.

31. Parents' views are canvassed regularly and they are taken into account when drawing up the school development plan. Views expressed in questionnaires such as Nursery and Early Years induction, transport and homework form an integral part of the school's self evaluation procedures. A review of the senior management team structure also included the views of five parents. An example of how the school has consulted parents very well about major decisions, and its willingness to respond to parents' concerns, was evident in a survey about the future of the school swimming pool as their views played an important part in reallocating resources.

32. A highly active and supportive Parent and Teacher Association is generous in giving time and raising funds to provide additional facilities and resources to help pupils' learning. The school's partnership with parents is very strong because it is nurtured very carefully and is founded on mutual trust and cooperation. These links reinforce values shared by school and home and give a sense of purpose and community where children's needs are foremost.

## WHAT COULD BE IMPROVED

### **Provision for pupils' cultural development which, although good overall, does not adequately develop their awareness and understanding of Britain as a multicultural society.**

33. Overall, the school makes good provision for pupils' cultural development. Pupils learn about the cultural traditions of their own area by visiting places like Holy Trinity Church, Brooklands museum, Painshill Park, Hollycombe Steam Railway and Bocketts Farm. They have entertained visitors such as fire and road safety officers, the local vicar and a drama group. There is a good variety of ethnic instruments and, in the Foundation Stage, puzzles, dolls and dressing up clothes reflect cultural diversity. Pupils have good opportunities to study religions such as Christianity and Judaism and know about the significance of Diwali and Rosh Hashanah through assemblies. They are given a wide range of experiences to enhance their appreciation of different styles, artists and musicians. Paintings from the art loan service are used to reflect different cultures and there is a planned visit by African musicians. Two artists worked with Year 1 pupils in using textiles to create a wall hanging *Growth and Change*. This year, the school is entering the 'Take one picture' project run by the National Gallery using the painting *George and the Dragon* by Paolo Ucello as a focus.

34. However, there is insufficient emphasis on raising pupils' awareness and understanding of Britain as a multicultural society through the curriculum and day-to-day routines of the school. This includes ensuring that the images presented to pupils through books, languages, posters, displays around the school, role models presented to pupils, labelling, games, choice of music, links with schools with a high number of minority ethnic pupils and other resources are fully representative of the ethnic and cultural diversity of Britain in the 21<sup>st</sup> century. Pupils are not given a broad enough range of experiences through the everyday life of the school, literature, music and art to raise their awareness of the impact of different cultures and to prepare them for life in an increasingly multicultural society.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. **Raise pupils' awareness of the ethnic and cultural diversity of British society.**  
(Paragraphs 33 and 34)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	13

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	19	1	0	0	0
Percentage	0	20	76	4	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 four percentage points.*

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

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

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	40	236
Number of full-time pupils known to be eligible for free school meals	0	12

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	17

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

	No of pupils
Number of pupils with English as an additional language	16

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

#### **Authorised absence**

	%
School data	4.3

#### **Unauthorised absence**

	%
School data	0.16

National comparative data	5.6
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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)

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2001	36	47	83
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	35	35	36	
	Girls	46	46	47	
	Total	81	81	83	
Percentage of pupils at NC level 2 or above	School	98 (95)	98(94)	100 (96)	
	National	84 (83)	86 (84)	91 (90)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	35	35	36	
	Girls	46	44	43	
	Total	81	79	79	
Percentage of pupils at NC level 2 or above	School	98(94)	95(96)	95(93)	
	National	85 (84)	89 (88)	89 (88)	

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese

No of pupils on roll
125
0
5
0
0
0
0
0
6
7
1
0
0
0
0
6

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Any other ethnic group
No ethnic group recorded

0
0

0	0
0	0

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

### Teachers and classes

#### Qualified teachers and classes: YR – Year 2

Total number of qualified teachers (FTE)	11.9
Number of pupils per qualified teacher	23.5
Average class size	25.9

#### Education support staff: YR – Year 2

Total number of education support staff	11
Total aggregate hours worked per week	305

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	4
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	8

FTE means full-time equivalent.

### Recruitment of teachers

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

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

FTE means full-time equivalent.

### Financial information

Financial year	2001 -2
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	£
Total income	609643
Total expenditure	618010
Expenditure per pupil	2396
Balance brought forward from previous year	10072
Balance carried forward to next year	1707

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

### **Questionnaire return rate**

Number of questionnaires sent out	313
Number of questionnaires returned	98

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	80	19	0	1	0
Behaviour in the school is good.	77	21	0	0	2
My child gets the right amount of work to do at home.	53	36	8	0	3
The teaching is good.	85	14	0	0	1
I am kept well informed about how my child is getting on.	59	35	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	2	1	0
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	59	33	6	1	1
The school is well led and managed.	80	18	1	1	0
The school is helping my child become mature and responsible.	74	21	1	1	1
The school provides an interesting range of activities outside lessons.	36	40	8	2	14