

INSPECTION REPORT

GUILDFORD GROVE PRIMARY SCHOOL

Southway, Guildford

LEA area: Surrey

Unique reference number: 132758

Headteacher: Elizabeth Corlett

Reporting inspector: Raymond Jardine
7428

Dates of inspection: 31 March – 3 April 2003

Inspection number: 248988

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 - 11 |
| Gender of pupils: | Mixed |
| School address: | Southway Guildford |
| Postcode: | GU2 8YD |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Dr Joe Bullock |
| Date of previous inspection: | None previously |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|--|---|
| 7428 | Raymond Jardine | Registered inspector | Science Information and communication technology Education inclusion | What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further? |
| 13874 | Jane Chesterfield | 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? |
| 30266 | Hilma Rask | Team inspector | Design and technology Special educational needs | The work of the sign supported resource base |
| 30705 | Graham Stephens | Team inspector | English Physical education | How well are pupils taught? |
| 32257 | Richard Chalkley | Team inspector | Foundation Stage Art Music | |
| 16492 | Robert Lever | Team inspector | Mathematics Religious education | |
| 7336 | Lindsay Howard | Team inspector | Geography History English as an additional language | How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Guildford Grove is a new mixed primary school situated in the north of Guildford. The school opened in September 2001 following a re-organisation of education in the locality that resulted in the closure of four other primary schools. With a roll of 336 pupils, including 52 children who attend the school's nursery, it is larger than primary schools nationally. Almost all the pupils in the school come from municipal and other housing estates in the immediate area. Levels of social deprivation amongst families are relatively high. About a third of pupils are entitled to free school meals. While the great majority are of white UK heritage, the range of ethnic diversity in the area is wide and includes those with Asian, European and Bangladeshi backgrounds. Twenty nine pupils have English as an additional language, five at an early stage of language acquisition. The school has a specialist sign supported resource base on the site, The Lighthouse that supports 15 pupils with profound hearing impairments who come from much wider afield. One third of pupils are on the school's register of special educational needs, above the national average. Of these, 55 receive additional support from outside agencies, including 26 that have Statements of Special Educational Need; well above average. Their needs include 13 that have dyslexic tendencies, 7 emotional and behavioural, 7 moderate learning and 6 speech and communication difficulties. Others have autistic tendencies and physical disabilities. Pupils' attainment on entry throughout the school in September 2001 was low. Currently in the nursery and reception classes it is well below average and lower in pupils' social, communication and numeracy skills.

HOW GOOD THE SCHOOL IS

Guildford Grove is a good and very inclusive school. Pupils acquire very positive attitudes to learning and achieve well in a number of subjects within a warm, secure and caring environment where expectations are high. Their diverse needs are met well by skilled teachers and support staff. The teaching is good, some very good and excellent. As a result, pupils respond enthusiastically and behave well. The school has developed and improved rapidly since its opening because staff are strongly united and committed to every pupil's success under the inspirational leadership and direction of its headteacher. Taking account of the school's socially disadvantaged context, it provides good value for money.

What the school does well

- Pupils achieve well in the Foundation Stage and throughout the school in a number of subjects, including English and mathematics.
- Lessons are stimulating, planned carefully and teaching assistants work very closely with teachers so that pupils can learn effectively.
- The school's care for pupils, including provision for their social, health education and personal development, is very good and this results in very good relationships, attitudes and good behaviour.
- The provision for pupils with special educational needs and those with hearing impairments is very good and both are very well managed. These pupils make very good progress towards their individual targets.
- Pupils are assessed and monitored closely in key areas and the information is used very effectively to guide teaching.
- The headteacher and deputies provide excellent leadership, vision and direction. Consequently, the school is well placed to improve further.

What could be improved

- Standards in English, mathematics and science (*this is a priority in the school's development plan*)
- The attendance and punctuality of a minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

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 | | <i>Key</i> |
|-----------------|---------------|-----------------|---|
| | all schools | similar schools | |
| | 2002 | 2002 | |
| English | E* | E* | well above average A above average B average C below average D well below average E |
| Mathematics | E* | E* | |
| Science | E* | E* | |

The table shows eleven-year-olds' standards in English, mathematics and science in 2002 were in the lowest five percent, both nationally and compared to those in similar schools. However, these pupils took the national tests only two terms after the school's opening. The results were disappointing; some underachieved in English and mathematics compared to the school's expectations of them. Teachers had insufficient time to get to know their pupils well, diagnose their weaknesses and address them adequately before the tests were taken. The standards of seven-year-olds in 2002 were well below both national and similar school's averages in reading, writing and mathematics. In relation to their low attainment on entry to the school, their achievements were at least satisfactory.

The school's targets for eleven-year-olds in 2003 are ambitious; its own analyses suggest these targets are likely to be exceeded and inspectors agree. Pupils of all capabilities and those for whom English is an additional language, are achieving well in English, mathematics and in some aspects of science although their enquiry skills are not as well-developed. Standards in both Years 2 and 6 have improved since last year, especially those in Year 6. Even so, the proportion meeting or exceeding the expected levels is well below the national average in these subjects. There are signs from other years that standards are likely to rise further over time as the school's good educational provision takes more effect. Pupils in the Nursery and Reception years achieve well from a low base in all the areas of learning and very well in their social development. Overall, their standards are likely to be below those expected by the end of their Reception Year with a few reaching them. Pupils with special educational needs and hearing impairments make very good progress towards the targets in their education plans. Pupils progress well and achieve the standards expected in most aspects of information and communication technology, although there are a few gaps in provision for older pupils that the school is addressing. Pupils' achievements in other subjects are at least satisfactory and in art, geography, history and religious education, they are achieving well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are very positive about the school and interested in their learning. They settle quickly to tasks and involve themselves fully in activities. |
| Behaviour, in and out of classrooms | Behaviour is good around the school; in many classes it is very good and much improved since last year when the unacceptable behaviour of a small minority of pupils led to a high incidence of exclusions. There has been a dramatic drop in the number of exclusions this year. |
| Personal development and relationships | Very good. Pupils are very supportive and respect each other. Relationships are very good. They are encouraged to take responsibility and show initiative around the school. |
| Attendance | Attendance is very low compared to the national average. Punctuality is satisfactory but there is a core of pupils who attend late or not at all. |

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.

Teaching is good throughout the school and some is very good and excellent. There is very little that is less than satisfactory. The teaching of both English and mathematics is good. The National Strategies for Literacy and Numeracy have been fully implemented throughout the school. Particular emphasis is put on the teaching of reading and developing pupils' handwriting. Lessons are stimulating and planned well, guided by clear objectives. Teachers are skilled in questioning pupils. They encourage them to recall previous learning, reflect and explain the reasoning behind answers. The opening part of lessons often feature good class discussions that help pupils develop their speaking and listening skills. A particular strength of almost all lessons is the relationships and teachers' management of pupils that results in their sustained concentration and good behaviour. On the few occasions when behaviour is unacceptable, it is dealt with quickly and with sensitivity to the individuals concerned. Resources are used well; particularly inter-active projection boards that bring class discussions to life and involve pupils directly in learning. Group and individual tasks develop the learning from introductions well and almost all lessons close with an effective summary of what has been learned. In the weaker lessons the pace of work slows because pupils sit in class discussions for too long and become restless. Where teaching is unsatisfactory, teacher's subject knowledge is inadequate and pupils are unclear of what is expected of them.

Teachers work closely with their assistants to meet the needs of pupils well and lessons are very inclusive. Teaching assistants are well-trained and activities adapted to pupils' capabilities. Pupils, particularly those with special educational needs, are assessed very carefully and specific targets used very well to guide their learning. Hearing impaired pupils are fully involved in lessons and learn very well, helped by skilled signing assistants. While most learning is within classes, some very effective specialist support is provided to meet pupils' specific needs; for example, through a reading recovery programme, individual tuition for hearing impaired pupils in the Lighthouse, and effective help for those whose English is at an early stage. Homework is set regularly and marking is very good, providing valuable commentary on how to improve.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum is relevant, practical and enhanced by a good range of visits and visiting speakers. Provision for personal, social and health education is very good, but information and communication technology is not used enough in some subjects. |
| Provision for pupils with special educational needs | Very good, including that for profoundly deaf pupils. Provision is very well managed; pupils' individual education plans are of high quality and used very well. Teaching assistants are skilled and support those with special educational needs and hearing impaired pupils very well. |
| Provision for pupils with English as an additional language | Good individual teaching, guidance and support are provided by the local education authority's support staff. Pupils who are at an early stage in English are supported effectively in lessons and progress well. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Provision for pupils' spiritual, social and moral development is very good and cultural, good. The school's ethos promotes a strong sense of community and purpose. Pupils acquire good moral values, consider ethical issues and respect each other's views. They learn about the traditions and beliefs of their own and other cultures. |
| How well the school cares for its pupils | Very well. Teachers manage pupils calmly and consistently. Pupils' problems are very well handled in liaison with parents and support agencies. |

| | |
|--|--|
| | Assessment is used very effectively to monitor pupils' progress in key subjects and to guide teaching. |
|--|--|

The school has good supportive links with parents and gives them very good information about their children's progress. Parents would benefit from more consistent use of homework diaries across the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The leadership team, especially the headteacher, provides excellent leadership, vision and direction that have underpinned the school's rapid development. A strongly inclusive approach, caring climate and high expectations fully reflects the school's aims and values. |
| How well the governors fulfil their responsibilities | Well. The governing body is very well led. Through visits, reports and presentations, they know the school's strengths and weaknesses and are centrally involved in shaping its direction and holding it to account. |
| The school's evaluation of its performance | Very good. Pupils' achievements are closely analysed in relation to their targets each term and action taken. Teaching is closely monitored and supported. The school's development plan provides an excellent basis for the school's priorities and directing its resources. |
| The strategic use of resources | Very good. Specific grants are used very effectively for their designated purpose, especially those for pupils with special educational needs and hearing impairments. Resources are allocated appropriately to school priorities and contingencies planned for. Financial controls and monitoring are very good. |

Teachers and support staff are very well qualified, sufficient in number and strongly committed to their pupils. The school's accommodation is good and provides pupils with attractive and stimulating surroundings in which to learn. Resources are satisfactory overall. Those for information and communication technology and to support pupils with hearing impairments are very good. Best value principles are applied well: the school constantly challenges its provision, especially teaching quality, and evaluates pupils' achievements in relation to national benchmarks. It seeks good value for money in its spending. Staff and governors are fully consulted about the school's development, although parents and the community are less involved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> Children like coming to school and they make good progress The school expects children to work hard and helps them to mature The teaching is good Parents feel comfortable approaching the school with concerns The school is well led and managed | <ul style="list-style-type: none"> Information about how their children are getting on The amount of homework The school's involvement with parents Behaviour |

The parents' positive views are fully justified, but most of their concerns are not. Reports to parents on their children's progress are very good, giving a clear picture of what children can do, how well they are doing and what they need to improve. Appropriate homework is set. The school's links with its parent community are good, although information about the curriculum for each class could be sent more regularly. Behaviour in the school is now good and illustrated by the dramatic drop in the incidence of exclusions this year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Almost all pupils in the current Reception year have experienced nursery education at the school's own nursery. Pupils' attainment on entry to the school in the nursery is very wide ranging and, overall, it is at least well below average in all areas of learning and low in pupils' communication, numeracy and social development. Throughout the school, there are above average proportions of pupils with special educational needs, especially in the current Year 6. Their needs are wide-ranging and 26 of them have Statements of Special Educational Need. The sign supported resource base (The Lighthouse) specialises in supporting pupils with profound hearing impairments.
2. Children in the Foundation Stage achieve well in all areas of learning, but especially in their social skills. Even so, their overall attainment is below that expected for pupils of their age by the end of their Reception Year. Children's progress is equally good in both the Nursery and Reception years. Those with special educational needs progress very well towards the targets in their education plans. These achievements are the result of good and often very good teaching, very good pupil management and relationships and effective support from skilled teaching assistants who work in close partnership with teachers.
3. In the 2002 standard national tests for eleven-year-olds in English, mathematics and science, the school's results were in the lowest five percent, both nationally and compared to similar schools. These pupils joined the school following the closure of four others on its opening just two terms before the tests were taken. Nevertheless, the results were disappointing, especially in English and mathematics; some pupils underachieved and did not meet the school's expectations of them. Teachers had insufficient time to adequately get to know their pupils, diagnose their weaknesses, especially gaps in their knowledge, and take remedial steps. Boys achieved significantly better than girls in English and to a lesser extent, in mathematics. The 2002 results for seven-year-olds show standards well below both the national and similar school's averages in reading, writing and mathematics. Taking account of their attainment on entry to the school, pupils achieved at least the standards expected. The school's 2003 targets for eleven-year-olds are ambitious in English, mathematics and science; for example, it is aiming to almost double the proportion achieving or exceeding the expected level in English and more so in mathematics.
4. The school's own analysis of Year 6 pupils' achievements suggest its targets are likely to be exceeded by some margin, especially in English. Inspectors agree. Standards seen during the inspection show a very significant improvement since last year. In English, while pupils' overall standards are well below average, over half are meeting or exceeding those expected for eleven-year-olds. Pupils are achieving well over time, and some higher attaining pupils, very well. In mathematics, pupils also achieve well. Their standards in Year 6, while well below average, represent a substantial improvement on their low attainment when they entered the school in 2001 and over half are likely to achieve or exceed the expected level. In science, overall standards by Year 6 are well below average, but are better in pupils' knowledge and understanding of facts and principles where they are achieving well, than in their scientific enquiry skills. A similar picture is reflected in the attainment of seven-year-olds. While pupils are attaining standards that are well below the average in reading, writing and mathematics by Year 2, they achieve well in all these areas in relation to their attainment on entry to Year 1. There are strong indications from pupils' achievements in Years 1, 4 and 5 that the school's standards will continue to rise.

5. The rising standards throughout the school are due to a number of factors. Key amongst them is the excellent leadership of the headteacher and deputies that has united all staff behind a common vision, aims and values. Together, teachers and support staff overcame very difficult problems in dealing with poor behaviour and attitudes amongst many pupils and accommodation and resource difficulties in the first term of the school's opening. They have established a caring climate where expectations are high and pupils strongly encouraged. This, together with the good teaching and support within classes, has dramatically improved pupils' attitudes, behaviour, personal skills and relationships and enabled them to enjoy learning. Assessment arrangements in key areas are also very good and used well.
6. Pupils enter the school with a wide range of attainment in spoken English. Overall, their speaking and listening skills are about average in Year 2 and Year 6 with a minority below average. By Year 2 pupils listen attentively and sustain concentration in class discussions, and are encouraged to reflect and explain answers to teacher's questions. They acquire and use new subject vocabulary appropriately. In Years 3 to 6 pupils grow in confidence and learn to appreciate other pupils' views. Those in Year 6 speak confidently and enjoy discussing their work in groups. Pupils whose oral skills are limited make good progress because the curriculum stresses practical activities and speaking and listening skills. Pupils with little spoken English usually belong to parents studying at the university for post-graduate qualifications. These pupils make rapid progress and in about 18 months are communicating very well. There is much mobility among these latter pupils who tend to remain for only two years.
7. Reading standards are well below average by Years 2 and 6. Daily guided reading sessions, very good assessments and individual support ensure all pupils progress well. By Year 6 almost all are fluent readers and the majority show expression and understanding of ideas and themes in a range of texts but some are not yet secure in their skills to retrieve information from non-fiction sources. Writing standards are well below average. Most in Year 2 join letters, higher attaining pupils are beginning to express themselves in their writing and many are using punctuation such as capital letters and question marks appropriately. By Year 6, pupils are beginning to show awareness of audience in their writing and write in a variety of styles but these aspects need developing further and spelling continues to be a weakness.
8. Pupils' numeracy is developed well from a low base. Mental and oral practice sessions are lively and challenging. By Year 2 pupils count forward and back confidently in multiples and are beginning to use standard measures, for example, to measure and compare length accurately. By Year 6 most can add and subtract two digit numbers accurately but few are secure in their strategies for multiplying and dividing them, for example, 22×60 . Some pupils' mental recall of multiplication and division facts up to ten times is not yet secure. Their ability to solve mathematical problems by deciding on a strategy for themselves is also a weakness that the school has recognised needs developing further.
9. Pupils' achieve well in all the elements of science in Years 1 and 2. In Year 6, about half are secure in their ability to plan a fair test independently but few are demonstrating higher skills in considering likely errors and ways of improving experiments. However, their understanding of scientific concepts is better, for example, most pupils in Year 6 explain features of solids, liquids and gases, melting and freezing, and higher attaining pupils are beginning to use particle models to describe them. Pupils' basic skills in information and communication technology (ICT) develop well throughout the school from a low base and by Year 6 most attain the expected standard in their ability to research and present information. However, there are gaps in their knowledge and skills; for example, using sensors and data-loggers to gather information in science investigations and in controlling devices in design and technology. Pupils are not yet using ICT sufficiently in

some subjects. Their achievements by the age of seven and eleven years are at least satisfactory in other subjects and good in religious education, geography, history and art.

10. Pupils with special educational needs and those with hearing impairments make very good progress towards the targets set for them and in relation to their prior attainment. This is because their individual education plans include very clear and measurable targets which pupils are helped to achieve in a systematic step by step manner by skilled teachers and assistants. There was no significant difference in the attainment of boys and girls observed during the inspection.

Pupils' attitudes, values and personal development

11. The school has been very successful in establishing high standards in this area of its work since it opened. In particular pupils' attitudes and relationships are real strengths. The school has worked hard at developing pupils' motivation and self-discipline and as a result their attitudes to learning are now very good. Pupils are able to focus on their work and concentrate for the length of the lesson; they are very interested in what they are doing. Almost all are very positive about the new school and their role in it and are very keen to make the most of what the school has to offer.
12. Pupils with special educational needs show the same positive attitudes towards their learning as their classmates. The school has established a highly positive behaviour climate which has had particular benefit for pupils identified with emotional and behaviour difficulties. The school counsellor has also made an important contribution towards these pupils' personal development. Such pupils have well structured targets for behaviour and personal development in their individual education plans and they learn effective strategies to deal with emotions, such as anger. A significant number of these pupils are now no longer regarded as having special educational needs as they have made such good progress. Pupils with a range of identified special educational needs receive very good support and encouragement in lessons from the well trained teaching assistants. This promotes their all round personal development and confidence as learners.
13. Behaviour in the school is now good. There is clear evidence from the exclusion figures that there has been a dramatic improvement in behaviour since the school opened. During the school's first year, there were 27 temporary exclusions and two permanent exclusions, involving fourteen pupils. A number of these now attend special schools where their needs can be met more fully. These exclusion figures are very high indeed for a primary school and reflect the school's determination to set high standards for behaviour. During this school year, there have been only three temporary exclusions so far, indicating the school's success in achieving the high standards of behaviour it expects.
14. Behaviour in class is usually very good because of the calm atmosphere created by staff and their consistently positive way of managing pupils. Those pupils who have difficulty behaving appropriately are well supported. Outside in the playground, pupils' behaviour is usually good, though some can be quite boisterous in their games. Thanks to the watchful supervision of staff, disagreements are resolved peacefully. Bullying and similarly unacceptable behaviour is rare, and is taken seriously and handled firmly by staff.
15. Pupils' relationships with one another and with adults are very good. Most striking of all is the way that pupils accept others and respect their differences. Girls and boys of all ages and ethnic backgrounds work and play happily together. The deaf children are fully integrated with their classmates, and hearing children are very eager to learn sign language to be able to better communicate with their friends. In lessons and assemblies, deaf pupils have the confidence to

play their part and this is because their peers are so supportive. The school has laid great emphasis with pupils on understanding body language and thinking about the impression they create, and as a result pupils are very aware of the impact their words and actions have on other people. For example, when the school council was interviewed, one member told the others not to talk all at once or no one would hear what any of them had to say.

16. Pupils respond well to the very good opportunities that the school offers them for personal development. They are very proud to take on responsibility and take their duties seriously. Members of the school council feel they have made a real difference to their school and that their contribution is valued. Pupils are very eager to develop their talents and learn new skills through the very good range of extra-curricular activities available to them. They are also very willing to develop a greater awareness of themselves and of the world beyond them through the school's very good provision for their personal, social and health education.
17. Attendance at the school is very low compared with the national average. This is because there is a core group of families who do not ensure that they send their children to school regularly and on time. Around 25 pupils have had attendance levels below 90% and can range down to below 40%. The school has had to work very hard with their families and support agencies to try to make an improvement. The school has had mixed success so far.
18. The school's level of unauthorised absence is well above the national average for a variety of reasons. The school is rightly very strict not to authorise absence if the reason for it is unacceptable or if no reason is provided by parents. Similarly, it is rightly stringent about recording lateness accurately. Latecomers are automatically marked as an unauthorised absence if they arrive when the registers have closed; this contributes to the high figures.
19. Amongst the school population as a whole, most absence is caused by illness with a few families taking their children out of school for holidays during term-time. Punctuality is satisfactory for most pupils, although again there are a number of families who habitually send their children to school late. Pupils enjoy school and most arrive on time each day, so that the morning session can begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning throughout the school, including the Foundation Stage, is good and some is very good and excellent. Four fifths of the lessons seen were good or better with some, especially among those supporting pupils with special educational needs and the development of social and personal education, judged as excellent. Just one unsatisfactory lesson was observed. Teachers and support staff, who are very well supported by the headteacher and senior management team, work well together and have established very good relationships with pupils. Teachers value their contributions to lessons and care for them well as individuals. Teachers set clear learning objectives and monitor pupils' progress carefully ensuring that lessons are planned to meet their needs. Consequently, pupils feel very secure and all, including those with special educational needs, are developing very positive attitudes that are reflected in their overall good behaviour, responses in lessons and enthusiasm for school. The well-matched activities in lessons support pupils with English as an additional language well and they attain in line with their peers. Those from the university families achieve better than their peers. Teaching observed to support two pupils whose English is at early stage was good.
21. National strategies for the teaching of literacy and numeracy are firmly embedded throughout the school. Teachers are enthusiastic and knowledgeable and capture pupils' interest by presenting lessons in interesting ways. Pupils often take part in role-play in English lessons. In one mathematics lesson they went onto the playground and engaged in an activity to reinforce a

- teaching point made in the classroom. Teachers ensure that opportunities to apply skills taught in English are created in subjects across the curriculum for example when pupils write letters 'home from the front' in history. The very good teaching of handwriting is reflected in the overall good presentation of written work. Some teachers use ICT well to support pupils' learning as observed in an English lesson in Year 6 when the inter-active whiteboard was used to help focus the pupils' attention on some key points. However, the effective use of ICT is inconsistent across all classes and this aspect of teaching needs to improve further.
22. Lessons are planned well and activities chosen and adapted to meet their diverse needs. For example, in an English lesson in Year 2 the teacher organised the pupils into four groups each with activities designed to meet their needs and with each group knowing exactly what they needed to do and how. These groups were very well supported by two teaching assistants. Support provided by teaching assistants for all pupils with special educational needs, including those who are deaf, is a good feature of most lessons and, consequently, these pupils make very good progress.
 23. Teachers are confident and most have a good knowledge and understanding of the subjects they teach. In the only unsatisfactory lesson observed it was the lack of subject knowledge that led to some confusion for pupils as they endeavoured to set up an experiment to investigate the impact of water on plants. Teachers are skilled at giving clear explanations and also in asking questions that encourage pupils to reflect and justify their answers. This enables the teachers to judge pupils' level of understanding. In addition, most pupils are developing their speaking and listening skills well during discussions and questioning and this is having a very positive impact on learning in subjects across the curriculum and in all year groups.
 24. Relationships between teachers and pupils are very good and pupils are managed very well in most lessons. Teachers provide very good role models regarding social and moral standards and they expect no less from pupils who respond positively to these expectations. Praise is used very well to raise pupils' self-esteem and to demonstrate to others the standards expected. This was shown in a Year 6 music lesson when group work was stopped in order for the class to listen, in silence, to the efforts of one group as they played a piece of music that they had composed. Excellent working relationships are established between teaching assistants and the deaf pupils they support. In a personal and social education lesson in Year 4 a pupil returned to the class half way through the lesson. She was immediately supported by the teaching assistant through signing and was quickly involved in the class activity and being congratulated for her contributions to the discussion. In physical education lessons teachers have developed appropriate strategies to ensure that challenging behaviour is managed well and that health and safety requirements are paramount when working on and around apparatus in the hall.
 25. Resources are prepared and used well to support pupils' learning. In the best lessons teachers prepare a range of activities and resources to meet the needs of individuals and groups and use the inter-active whiteboards to exemplify the teaching point they are making. This was observed in a Year 6 English lesson when the teacher sat facing the class, establishing good eye contact, as he recorded and consolidated individuals' comments on the screen behind him. He then displayed text on the screen and used the cursor to highlight the words as the class read, thereby supporting the less able readers who, as a result, were able to play a full and active part. When resources are not appropriate for the purpose, as observed in a science lesson, the pupils are unable to complete the task successfully. Occasionally, the pace of lessons is too slow because pupils sit for too long at the beginning listening to explanations and instructions; a minority become bored and restless and this has a negative impact on the rest of the group.
 26. Pupils with special educational needs are supported well in their classrooms through effective grouping arrangements and tasks guided by specific learning needs identified within their

statements or individual education plans. They make very good progress to their targets. The well trained teaching assistants form very positive relationships with these pupils and provide effective and purposeful support for their learning during lessons, working under the guidance of the teachers. For example, in a Year 6 science lesson, a group of pupils with special educational needs worked at a good pace and were stimulated by their task of setting down predictions of the properties of different types of materials because they had very good support from the teaching assistant. In a Year 6 physical education lesson concentrating on ball skills, one pupil, who used a walking frame for support, was actively involved with friends in a small group and approached all the exercises with gusto and enthusiasm. The small numbers of pupils with special educational needs who are selected for the individualised reading recovery programme receive excellent teaching from the specialist teacher and make excellent progress during these short sessions.

27. Homework is set in a variety of subjects but mainly in English, mathematics and science, although it is not regularly and consistently recorded in pupils' diaries. Work is marked to a high standard and teachers' comments often have a very positive impact on learning. For example in a Year 2 English book the teacher had written 'don't forget the capital letters and full stops.' Teachers are skilled at assessing pupils' progress during lessons and teaching assistants often note details regarding the response of both groups and individuals to the learning opportunities provided. This information is used very well by all staff to guide the next stage in pupils' learning.

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

28. The very good provision for personal, social and health education (PSHE) is at the heart of the good overall curriculum in the school. The statutory curriculum is well in place.
29. The curriculum is broad and balanced, with teaching time allocated appropriately to each subject. There has rightly been an emphasis on the teaching of English and mathematics, and literacy and numeracy lessons follow the National Strategies. Other subjects are planned around nationally available schemes of work. Co-ordinators are adapting schemes of work to both extend and embed the curriculum to meet the school's particular needs. The school's learning centre includes a very well equipped ICT suite that is used well to teach basic skills with computers. However, the use of computers in some classrooms is more variable and the use of ICT to help raise standards in some subjects is not yet fully developed. A good feature of all provision is the emphasis on practical, relevant tasks that enable all pupils to access the curriculum, including those for whom English is not their mother tongue. They are included fully in all lessons and in some their cultural heritage is used effectively to enhance the learning of others.
30. The quality of the curriculum for children in the Foundation Stage is good. It is planned through the six areas of learning, each of which is given appropriate time. The well-planned activities in the Nursery and Reception classes enable children to work through the 'stepping stones' towards the Early Learning Goals¹.
31. The school has effective strategies for teaching literacy skills. Daily guided reading lessons provide well for both guided and independent reading skills. Strategies for teaching numeracy skills are good. All parts of the numeracy lessons develop mental and written number work well.
32. The provision for pupils with special educational needs is a strength of the school and the very positive 'can do' approach contributes to pupils' very good progress towards their individual education targets in lessons. Pupils with special educational needs enjoy the same relevant and

¹ These are expectations for most children to reach by the end of the foundation years.

practical curriculum opportunities as their peers, and the additional support and encouragement of teaching assistants enables pupils, including those with a Statement of Special Need, to take a full part in lessons. Pupils with special educational needs who are selected to undertake the individualised reading recovery programme with a specialist teacher have excellent opportunities to develop their literacy skills. There is equality of access and opportunity for all pupils to all areas of the curriculum through well-matched work, extra resources and appropriate support in lessons. The provision for pupils with English as an additional language (EAL) is good. Pupils who are targeted in Year 2 receive extra support from the peripatetic EAL teacher. Other pupils receive support in areas of the curriculum that they find more difficult, for example ICT.

33. The school is aware of the needs of higher attaining pupils within the school and lessons are routinely planned to address the needs of all groups of pupils. However, a register of gifted and talented pupils has not yet been established although the school has identified this as an area for attention. The Special Needs Co-ordinator has undertaken training courses on the needs of gifted and talented pupils. A forthcoming visit to the United States of America to observe ways of promoting creativity is designed to enhance opportunities for all pupils in the school as learners, but particularly the gifted and talented.
34. The programme for curriculum enrichment is very good. The Breakfast Club caters for 30 pupils who enjoy a nourishing breakfast alongside quiet activities in the company of their friends. There is a wide range of clubs for sport, art, and music for all pupils in Years 1 to 6. These clubs include more unusual activities such as steel pans, needlework and dance. The school also provides after-school mathematics and English clubs for selected Year 6 pupils. Two popular signing clubs are held at lunchtimes and enable hearing pupils to communicate with their deaf friends. A residential visit to the Brecon Beacons is open to pupils in Year 6 and an activities weekend in Pembrokeshire for those in Years 5 and 6. These are much appreciated by pupils and support their social development well.
35. The school is involved with the services in the local community such as fire fighters, the police and the safety warden. Personnel visit the school to work alongside pupils on a regular planned basis. This provision gives good support to pupils' social and moral development and makes them aware of community issues that affect themselves and their families. Local businesses fund a drugs awareness programme. Twenty volunteers work on a weekly basis throughout the school supporting reading and mathematics. Surrey Education Business Partnership fund ICT classes for parents and other adults. The vicar from the local church takes assemblies regularly in school. Pupils have learnt about the lack of clean water in poor communities in India through listening to accounts of her visit there. This has deepened pupils' geographical knowledge and understanding of the diverse needs of other people.
36. The school uses the local area and some of the nearby facilities to enrich the curriculum. For example, the museums at Guildford, Weald and Downland and Reading. Visitors talk about their wartime experiences and events such as religious festivals. Further afield, pupils go to Hampton Court, the Science and Imperial War Museums and the Look Out Centre at Bracknell. These visits are all specifically linked to the curriculum the pupils are studying and enhance their understanding of the world, past and present.
37. The school has a working relationship with the local secondary school to which most pupils transfer. Teachers in Years 6 and 7 teach in each other's schools. Mathematics master classes are held at the school for Year 6 pupils. There are suitable links with the local cluster of primary schools and the nearby playgroups.

38. Provision for spiritual, moral, social and cultural development is very good and a strength of the school. The school has put great efforts into these aspects of pupils' personal development and provides an oasis of calm and order, where all pupils are respected and valued.
39. Spiritual development is very good and is successful in helping pupils to learn and show respect for the different backgrounds, personalities, abilities and needs of all pupils. The first impression of a very caring school and attractive environment is deeply rooted in all aspects of the school. Respect, celebration and valuing are qualities by which the school ensures the inclusion of every pupil into the school's spiritual life. It gives pupils the opportunity to explore values and beliefs, including religious beliefs, and the way they impact on people's lives. Well-led assemblies give that feeling of belonging and there is a real sense of togetherness as pupils worship. This was typified in an outstanding assembly, where the head teacher provided a real sense of occasion for the whole school community. There were opportunities for prayer and reflections and for all to sing and sign well chosen hymns. The Prayer of St. Frances of Assisi provided the first hymn and the assembly concluded with a visual presentation of children around the school, accompanied by beautiful singing to accompany "You've Got a Friend". The personal, social and health education curriculum and classroom activities such as Circle Time² allow pupils to reflect and share feelings and anxieties. Two outstanding examples within the PSHE curriculum provide pupils in Year 4 and 5 with the chance to explore environmental issues about aspects of sustainable development. The school provides well for pupils to develop a sense of identity and self worth.
40. Moral development is very strong. During the school's early days it targeted determinedly children's attitudes, particularly in terms of body language, good eye contact and active listening. It has certainly paid dividends; all pupils are aware of the school's values and know the meaning of right and wrong. This is enforced sensitively throughout the school and promotes high quality relationships and good behaviour. The school's PSHE programme focuses successfully on raising self-esteem, increasing self-control and helps pupils become more confident and independent.
41. The provision for social development is very good. By Year 6, pupils are well on the way to being responsible and thoughtful citizens. This arises from the careful attention to social skills and citizenship that the school provides. Lessons offer a range of social work arrangements such as groups, pairs and whole class activities. Adults provide very good role models of mature and sensitive behaviour. There is a strong emphasis on how to work in collaboration and the importance of turn-taking. Respect for the views of others is promoted well in activities; for instance, when pupils share their work with the class at the end of lessons. The school council and pupils' involvement in a number of areas of decision-making, such as the rules for behaviour, assist the promotion of citizenship skills. A particular strength is in the way the school ensures its hearing impaired pupils, who are very valued members of the school community, are fully involved in its life. The school has become a signing community, supporting its deaf pupils' social development and fostering a real sense of belonging for all and respect for differences. The school council provides opportunities for pupils to take responsibility and gives them a valuable say in the running of the school; for example, it is currently promoting health issues.
42. Cultural provision is good but not yet as strong as other areas of personal development. There are good opportunities for pupils to visit museums, galleries and other places of cultural interest. In lessons they are introduced to poetry and literature. In history there are good opportunities to learn from the legacies of ancient civilisations. Pupils meet artists, writers, singers and musicians who come into the school. The school has close links with the church and through religious

² When pupils sit in a circle and take turns to discuss things that are important to them and society as a whole.

education provides pupils with insights into other faiths. In keeping with its respect for all faiths, the school uses festivals and displays to help everyone to better understand why and how different people interpret their world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The quality of care for its pupils is one of the school's strengths. It is very good. The school has been successful in creating a calm and positive environment where children know what is expected of them and what will happen if things go wrong. At the heart of this success has been the very good provision for personal, social and health education, the 'Stargate' programme. This goes beyond the curriculum and runs through every aspect of school life. Most importantly, it underpins the management of behaviour. Alongside this is the very good guidance given to teachers, teaching assistants and midday supervisors through their handbooks. This ensures that they are consistent in their approach so that pupils always know where they stand and feel they are treated fairly.
44. Behaviour is very well managed in the school. Pupils have been taught to think about the effect their attitudes and their body language have on others so that they can imagine how others will react to them, and consequently they are very conscious of their behaviour. Even the youngest children in the infants know that if they are asked to 'put on their learning bodies' it is time to pay attention and listen. Teachers are very skilled at maintaining a calm atmosphere through their manner and through the use of music in class and in assemblies. The school is not afraid to use its procedures for discipline where necessary and pupils know this and are grateful. They feel that teachers will listen and act when there are problems. 'If anyone's a bully, they're out' said one pupil.
45. Procedures for monitoring attendance, chasing up absence and promoting punctuality are good, although some are too new to have had an impact yet. The breakfast club, for example, began this term, and is encouraging pupils to arrive early for school. The strength in the school's work here is the way in which families with problems have been targeted for particular attention through the attendance and achievement project. The impact of poor attendance on pupils' learning has been monitored, and the family assistant and the education welfare officer have been working closely together with the families to try to bring about improvement. The school is not yet promoting good attendance more widely to the whole of the school community sufficiently. The easy to complete absence form for parents is a good start here, but more could be done to raise the profile of attendance generally through first day calling for all absences, regular reminders in newsletters to parents and attendance leagues and competitions between classes across the school.
46. Support for pupils at all levels throughout the day is very good. Daily routines run very smoothly, and pupils are well looked after at break and lunchtime. The school includes its midday supervisors as part of its professional team, and, as a result, they share the school's philosophy and provide continuity in their treatment of the children during the lunch hour. Some of the initiatives involving the midday supervisors have been excellent. They have taken part in role-plays in assembly, for example, to show pupils how their behaviour can be interpreted by others, and they have consulted with pupils to find out what they like and dislike about lunchtimes.
47. Child protection arrangements are very good. Senior staff have got to know pupils and their circumstances very well very quickly and all staff have good guidance to follow in their handbooks. Any concerns are well documented, monitored and followed up. Pupils are taught about keeping safe through their PHSE programme and there are clear guidelines on safe use of the Internet. The family assistant is a vital link between pupils, parents and support agencies.

She is able to counsel and support children and adults who need help, and put them in touch with a range of specialist services offering different kinds of support. The school draws regularly on the expertise of the school nurse and the school counsellor to deal with particular needs. Procedures for first aid are good and pupils are well cared for if they are injured or ill. Unfortunately no medical room was created when the school was refurbished, and so there is no designated area where children can be treated and recover quietly.

48. The school's procedures for assessing pupils' progress in key areas are very good and used well to inform both planning and teaching. There are excellent models in English and mathematics but in other subjects they are not yet at this high level. Establishing rigorous assessment procedures has been central in the school's drive to raise standards. Targets are set for all pupils in English and mathematics, based on their prior attainment, and used as benchmarks for their progress. Teachers of every class analyse assessment data from national tests and their own on a termly basis to identify strengths and weaknesses in learning and determine the action needed. They also use guidelines from curriculum planning documents to judge whether pupils are working at nationally expected levels, exceeding these or falling short, and this provides a clear picture of how pupils are progressing. While this good practice is also developing in science, pupils are not yet assessed in their knowledge and skills for ICT. However, a framework for this has been devised for implementation later this year. Detailed assessments made on entry to school enable teachers to identify pupils' particular needs early, and these help them to address problems without delay.
49. Excellent monitoring and assessment procedures have been established across the school to ensure that pupils with special educational needs are identified at an early stage and appropriately supported. Their progress is monitored in a very thorough way through careful tracking. Outside professional agencies, such as the speech and language therapists, educational psychologist and behaviour support team are used effectively to provide additional advice and guidance where this is required. Annual reviews of statements are carried out in line with statutory requirements and individual education plans are systematically reviewed each term in consultation with staff, parents and the pupils themselves.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Since the school opened, staff have worked hard to build good relationships with pupils' families and to unify a parent community drawn from four different former schools. They have been increasingly successful in this. Parents have had to adapt to new routines and organisation, which have often been different from what they knew before. Nevertheless, they have adjusted to these over the last eighteen months. Parents are positive in their views of the school and those around the building and the playground during the inspection appeared to feel at ease and comfortable on the premises.
51. The school has good links with parents which have helped them get used to the changes they and their children have been through. Teachers and support staff are readily available and accessible at the end of the day and their relationships with parents are friendly and supportive. In the morning and during the day, office staff are welcoming and helpful and senior staff are always on hand if there is a problem. The role of the family assistant is crucial to the school's success here. She is able to offer families pastoral support and advice, and to help them access a wider range of services from outside agencies. The school offers parents useful opportunities to extend their skills, not only through its parenting courses, but also through its ICT sessions.
52. Parents of pupils with special educational needs are consulted regularly and kept informed on progress, both in person through regular meetings with staff, and through written individual

education plans. Parents are invited to contribute to individual target setting and routinely invited to attend annual reviews of statements. Teachers are readily accessible and approachable should parents have any concerns about their child. The school governor with responsibility for special educational needs plays an active role in monitoring and the governors' annual report keeps parents appropriately informed of provision for special educational needs in the school.

53. Information for parents is good overall. Reports to parents on their children's progress are very good. They give parents a clear picture of what their children can do, how well they are doing for their age and what they need to do to improve, although this quality is not always consistent across the school. Other information, such as the prospectus, the governors' annual report, newsletters and curriculum sheets, is of good quality, useful for reference and welcoming in tone, but there is not always enough of it. For example, details of work children will be covering are distributed annually rather than termly. Home-school liaison is also inconsistent across the school. In the infants, teachers and parents can establish a good dialogue through the reading records which go home each night, and this good practice is also evident in the home-school books used in the Lighthouse. Parents of junior children do not have similar opportunities because homework diaries are not regularly and consistently used. In response to the inspection questionnaire, a number of parents expressed some dissatisfaction with information and with partnership; gaps in communication may well be behind this concern.
54. Parents' contribution to the work of the school and to their children's learning is satisfactory. Many hear their children read at home regularly and make sure that homework is completed. Most support the school's values, though there is a core of families who do not ensure that their children attend regularly or punctually. A few are able to give their time as parent governors, organisers of the Friends' Association or classroom helpers, and the school is grateful for their help.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The overall quality of leadership and management is very good. There are particular strengths in the leadership of the headteacher and deputies who between them provide excellent direction for the school's development. The headteacher sets out very clear aims, values and ethos for the school that have guided its development. At the heart of these is the provision of a 'can-do' culture of high expectations. Her vision is of providing an inclusive and challenging climate for learning where all pupils feel secure and valued and where they work hard and acquire high aspirations. She is also very clear about the means by which this is achieved: through small classes with sufficient highly trained teachers and support staff to enable them to meet pupils' diverse needs with minimum withdrawal from lessons; close pupil monitoring and assessment and attention to addressing the barriers to learning inherent in an area of relatively high social deprivation. It is testimony to her excellent leadership that she has earned the very strong commitment of the whole staff behind this vision and united them in a common purpose to succeed. Through sheer hard work, the school successfully addressed many challenges and difficulties in its first two terms, especially in dealing with high levels of unacceptable behaviour from some pupils, the concerns of sceptical parents and difficulties with the accommodation and resources for the new school.
56. The school's aims and values are now fully reflected in its work and it is very inclusive of its pupils and staff. Teachers work closely with skilled teaching assistants to provide a calm and purposeful environment for learning in lessons. Pupils' diverse needs are carefully assessed and monitored. Teachers of each class analyse pupils' achievements termly in relation to targets for literacy, numeracy and science and set out remedial actions to be taken. The leadership team regularly collates this information to help shape the focus of training and support. Above all, the

school's climate is calm and very positive so that pupils respect each other, behave well and are enthusiastic to learn. The school is strongly committed to equality of opportunity and to promoting social and racial tolerance as is evidenced by its ethos and curriculum in aspects such as PSHE. The leadership team review the achievements of particular groups, such as those from ethnic minorities and pupils with hearing impairments, and within subjects and takes action where necessary; for example, addressing weaknesses in using and applying mathematics. Pupils' standards were rigorously analysed in relation to national benchmarks in the school's first year and reported widely to the school community, including governors. Teaching is also closely monitored and supported; each teacher receives extensive feedback on strengths and areas for development and many express their appreciation of the support and guidance they receive. Overall, systems for monitoring and evaluating the school's performance are very effective.

57. The leadership team, led by the headteacher, is broadly based with clear roles and responsibilities shared between members that reflect the school's priorities and strategies. One deputy is very successfully leading the school's provision for pupils' personal development, including an excellent programme of PSHE. The importance attached to making high quality provision for pupils' special educational needs is reflected in the key role of the other deputy. Other school priorities such as The National Strategies for Literacy and Numeracy and assessment arrangements are also directed by leadership team members. They meet regularly, initiate actions on the outcomes of their monitoring and are widely consultative of staff in addressing school priorities.
58. The school's development plan, widely consulted on with governors and staff during its drafting last year, is providing an excellent basis for school developments and improvement. It is comprehensive in its coverage, sets out appropriate priorities and clear goals for success focussed on pupils' personal and academic achievement. The plan provides the focus of school monitoring by both the leadership team and by governors. Subject leaders are effective in developing their subjects, especially those for English, mathematics, science and information and communication technology. The National Strategies for Literacy and Numeracy have been implemented very well and are already showing signs of producing substantial improvements in pupils' standards. While English and mathematics have rightly been the focus of attention, the school is now focussing development on other subjects, initially science and ICT provision. An important next step for these and other subject co-ordinators will be to guide the focus of their support and training by evaluating strengths and weaknesses in pupils' achievements and in teaching quality.
59. The school's management of provision for pupils with English as an additional language is good and enhanced by a half-day support from the county's staff through ethnic minority achievement grant (EMAG). She assesses all pupils when they come into the school for their proficiency in English. Her time is spent supporting targeted pupils in Year 2, prior to their national tests and supporting other pupils in lessons that they find difficult. The service also offers support to families and will obtain a mother-tongue speaker for home visits. She liaises with special educational needs support when a bilingual pupil experiences learning difficulties to see whether the pupil's problem is learning or lack of English comprehension.
60. The leadership and management of the special educational needs co-ordinator is exceptionally strong. Provision for pupils with special educational needs within the school is of high quality. The policy and approach reflect the shared vision of the head teacher and senior management team of a 'can do' school community where all pupils are valued and encouraged to achieve their personal best. The special needs co-ordinator has set up very efficient systems for managing the provision for pupils with special educational needs, to ensure a consistent approach throughout. Annual reviews for pupils with a statement of special educational needs are up to date, well documented and securely stored. Individual education plans are exemplary and set out very clear measurable, achievable, realistic targets for pupils in appropriately small steps. These are well

understood by staff and pupils and regularly shared with parents. Staff training on supporting pupils with special educational needs is very good and teaching assistants are very well informed about their roles. The special needs co-ordinator holds weekly meetings with teaching assistants and closely monitors their work with pupils, in partnership with the class teachers.

61. The governing body fulfils its statutory duties well and is very well led by a strongly committed Chair of Governors. Governors are very involved with the school and have been influential in shaping its direction, for example, through their good staff appointments, by directing resources to appropriate priorities and in monitoring the school's provision. Governors understand the school's strengths and weaknesses. As well as receiving regular reports from the headteacher and other key staff such as subject leaders, groups of governors visit classes and hold discussions with the leaders of priority areas in the school's development plan and they report their findings to the full governing body. An example of this was seen during an inspector's initial visit when several governors monitored the school's provision for PSHE. In this way they hold the school to account and are very appreciative of its progress so far.
62. The strategic use of resources is very good. The school's finance officer is very skilled and knowledgeable and financial controls and monitoring are very secure. The latest auditor's report congratulated him on the quality of these controls; there were no significant issues raised. Members of the Finance Committee receive regular reports about the school's budget with clear explanatory notes on patterns of expenditure. Resources are directed carefully to school priorities in the school's development plan and due regard is given to planning contingencies such as the potential for falling rolls in the locality and the loss of the school's additional start up funding. Specific grants such as those for pupils with special educational needs are used very effectively for their intended purpose and additional funds provided to ensure every class has sufficient provision of high quality teaching assistants.
63. Staff and governors are implementing the principles of best value well. The school evaluates its achievements regularly and the notion of challenging its practice, especially teaching, is rapidly becoming part of its culture of improvement. Good value for money is sought from the school's spending by inviting several tenders for major spending, for example, on building improvements and when purchasing from several suppliers. There are extensive consultations amongst staff and governors when shaping the school's priorities and direction. The school's prospectus and annual governor's report are informative but the headteacher and governors recognise the need to involve the community more closely in its development.
64. The school is effective in providing a broad and very inclusive education for its pupils; the teaching is good throughout and much of it very good. It works in an unfavourable socio-economic context and although spending per pupil is relatively high, some of this is due to additional funding to meet its start up costs. Taking account of these factors, the school provides good value for money.
65. The school's staffing is very well matched to its needs. Professional development of the whole staff is closely linked to the school's arrangements for performance management and, in turn, clearly identified in the school's development plan. Clear objectives are set for the headteacher and all other staff and as a result all teachers and support staff pursue and receive further professional training on a regular basis. Support staff, including lunchtime supervisors, meet each week with members of the senior management team for professional development; subject co-ordinators attend training sessions and then lead staff meetings in order to share their learning with colleagues and individual members of staff are encouraged to attend training sessions and then inform others. Procedures for the induction of new staff are excellent as are those for

mentoring newly qualified teachers. While no trainees have been involved with the school yet, the potential for initial teacher training is very good.

66. The school has good accommodation. Spacious, airy classrooms and bright, attractive décor and displays provide pupils with stimulating and welcoming surroundings in which to work and play. The refurbishment of the premises before the school opened has resulted in some good new facilities, such as the learning centre and the family room. However, there are still some deficiencies which affect pupils' comfort and their personal development, including the limited cloakroom space, the lack of suitable outdoor play provision for the pupils in Nursery and Reception, and the quality of the playgrounds, particularly the surfaces.
67. Learning resources are satisfactory in most areas of the curriculum. Resources for information and communication technology are mostly very good, although there are a few gaps, and in the Lighthouse they are very good. In history for the infant pupils and in geography resources are inadequate, and this affects what teachers can offer their pupils.

THE WORK OF THE SPECIALIST SIGN SUPPORT RESOURCE: THE LIGHTHOUSE

68. Overall provision for profoundly deaf pupils is very good. The school's Sign Support Resource, known as The Lighthouse, was set up to provide places for up to eighteen profoundly deaf pupils, some of whom are transported to the school from neighbouring local authorities. Currently there are fifteen pupils in attendance, all of whom spend the majority of their day in the mainstream classrooms where they receive additional sign support from well qualified teaching assistants and teachers of the deaf. The majority of these pupils are further supported in the Lighthouse through group or individual sessions with specialist teachers of the deaf and visiting speech and language therapists as they have receptive and expressive language delay typically associated with hearing impairment. Several pupils have British Sign Language as their home language. A number of pupils have additional health difficulties or medical needs, including visual impairment and cerebral palsy. All the pupils have a Statement of Special Educational Need and all are provided with hearing aids or cochlear implants. The school has regular monitoring and advisory visits from the local authority Physical and Sensory Support Service and has established very good links with a range of specialist agencies, such as physiotherapists, teachers for the visually impaired and audiologists. The Lighthouse is staffed by two full time and two part time teachers of the deaf and twenty full or part-time teaching assistants.
69. Pupils with hearing impairment make very good progress towards the targets set out in their individual education plans and statements. For many pupils these are very small steps indeed, but detailed records show continual improvement over time and in relation to prior attainment. Attainment by the age of seven and eleven is very low in relation to national expectations in language and literacy, due to delays in expressive and receptive language. More able hearing impaired pupils in the upper school work well towards Level 3 in both mathematics and science which represents very good achievement. The school analyses attainment of all groups of pupils in detail in order to set realistic targets.
70. Attitudes, behaviour and relationships are very good, and the school's highly positive ethos is reflected well in the work of the Lighthouse. Teachers of the deaf and specialist teaching assistants have high expectations for both behaviour and participation during lessons. Pupils with hearing impairment concentrate well for extended periods and show a positive attitude towards their learning. They are aware of their individual learning targets and are taught to take responsibility for cleaning and looking after their hearing aids. They enjoy working and playing together with their classmates and the school promotes their personal development well.

71. Teaching by the specialist teachers of the deaf is very good. The very well trained sign support teaching assistants are an asset to the school. Class teachers provide very good support for hearing impaired pupils in lessons and are well trained in the use of radio aids and strategies to enhance lip reading. Pupils with hearing impairment are well placed in the classrooms to see both the teacher and the sign support teaching assistant. This enables pupils with hearing impairment to contribute to class discussions and to follow detailed instructions, such as decorating canopic jars linked to work on the ancient Egyptians in a Year 5 lesson.
72. The school uses a total communication approach. The medium of instruction is by sign supported English and pupils are encouraged to voice responses. Where appropriate, British Sign Language is also used. Information and communications technology is well used to support learning. For example, the widget program is used to provide pictorial symbols alongside words for tasks. High quality displays around the Lighthouse are carefully linked to work undertaken in a range of subjects in the mainstream classrooms, such as history and science. This assists pupils with hearing impairment to make connections between the work they undertake in individual and small group sessions and in their own classrooms.
73. Teaching during group and individual sessions in the Lighthouse is of consistently high quality, as sessions are meticulously planned to meet different learning needs of individuals. Teachers of the deaf make clear to the pupils exactly what they will be learning and they review this together at the end of the lesson. For example, in a very well structured lesson, a group of pupils in the upper part of the school drafted written stories with a beginning, middle and end, using a story planner sheet. They were encouraged to read this back to their teacher at the end of the lesson. One pupil undertook this task unaided by any visual support for the first time, and was justifiably proud of the praise received. Excellent visual resources are used to enhance learning. Teachers of the deaf make very well adapted versions of familiar tales and related games to support communication, language and literacy skills development. In a very good lesson, two pupils in the lower school acted out the story of the giant turnip, using a very large paper mache turnip and a range of toy animals. They were well motivated to sign or voice requests for help to each animal. In another excellent lesson, a Year 2 pupil was enthralled by a re-enactment of the story of Red Riding Hood where he explored the contents of Grandma's basket which were carefully chosen to extend his vocabulary.
74. This is a very inclusive school which promotes all pupils' self-esteem very well through the status afforded to signing. All pupils in the school learn basic signing and some excellent photographic booklets have been produced, featuring hearing impaired pupils as expert signers, for use as a teaching aid in classrooms. Two thriving signing clubs, run by staff in the Lighthouse, are enthusiastically attended by hearing pupils at lunchtimes, and all pupils in the school enjoy participating in signing alongside favourite songs in assemblies. During the inspection two hearing pupils were overheard discussing how to sign their names during playtime.
75. In their classrooms pupils with hearing impairment enjoy the same interesting curriculum, rich in first hand experiences, which is provided for all pupils in the school. In addition, their communication, language and literacy learning is enhanced by the very good individual and group learning opportunities created in the Lighthouse sessions. Here strong visual support materials and real life contexts are used very well to make connections with learning undertaken in the mainstream classes. Class teachers and teachers of the deaf routinely share curriculum plans in advance and communicate learning intentions well with specialist sign support teaching assistants. This enhances pupils' access to the curriculum provided in the school.
76. The Lighthouse staff provides high quality care for pupils with hearing impairment, some of whom have additional health, medical or learning needs. For example, appropriate staff are trained in

resuscitation, and there are very good links with other professional agencies such as speech and language therapists and physiotherapists who regularly work with pupils in school. Hearing aids and radio aids are checked systematically at the start of the day in every classroom, and aids are tested weekly in the Lighthouse. Through close liaison with the audiology department at the local hospital, batteries are always available in school. Efficient systems ensure that parents are quickly alerted if aids are faulty and in need of replacement.

77. Excellent assessment procedures are used well to inform teaching, both in specialist sessions in the Lighthouse and in the classroom. For example, teaching assistants record pupils' individual verbal and signing responses during sessions taught by teachers of the deaf. Individual profiles provide a comprehensive record of pupils' progress towards personal targets and very good use is made of the digital camera and video camera to record pupils' achievements as a visual record.
78. The school provides very good information about pupils' progress in detailed annual reports. Very good use is made of videos to support spelling and reading development through sign supported English at home and school. These videos are sent home on a weekly basis and later edited to provide a cumulative record of progress over time. In addition a daily home and school contact book is maintained to inform both hearing and deaf parents about daily events and for parents to raise any concerns with the school. Regular parent meetings with staff are held at the Lighthouse and the teacher in charge of the Lighthouse exchanges fax, mini-com or telephone messages with parents on a regular basis.
79. The work of the Lighthouse Sign Support Resource is a strength of the school. The teacher of the deaf in charge of the Lighthouse provides very good leadership and works in close partnership with the headteacher and other members of the senior management team to promote the inclusion of pupils with hearing impairment within the school community. The next step is to develop her monitoring role.
80. Relationships between the specialist teachers of the deaf, the specialist sign support teaching assistants and the pupils are very good. The Lighthouse staff work together as a strong team and all teachers in the school benefit from the specialist skills which these staff bring into the classroom. Teachers in the school receive very good training in deaf awareness approaches so that appropriate use can be made of radio aids and the expertise of signing teacher assistants during lessons. Teachers of the deaf also take a full role in curriculum co-ordination for particular subjects within the school.
81. Accommodation in the Lighthouse is good and used effectively, although there is currently no soundproofed room for testing aids and for individual speech and language therapy sessions. Resources are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. To raise standards further, the headteacher, staff and governors should:
 - (1) Raise standards in English, mathematics and science by:
 - Improving the quality of pupils' spelling and writing (7, 110, 111, 112);
 - Improving pupils' mental arithmetic skills, particularly their knowledge and recall of multiplication and division facts, and their ability to devise strategies and apply mathematics to solve problems (8, 117, 118);

- Building up pupils' scientific enquiry skills more systematically over time and ensuring they use sensors and data-loggers when appropriate to gather data from experiments (9, 124, 125).

(2) Take steps to improve the rate of attendance and punctuality (17, 18, 19, 45).

(The first of these issues is a priority in the school's development plan)

83. Minor issues raised in the report that staff and governors may wish to take account of:

- Improve the use of ICT across some subjects and ensure pupils' skills are assessed as they move through the school (29, 48, 96, 112, 125, 130, 149, 150, 158, 167);
- Develop the role of foundation subject co-ordinators further to monitor strengths and weaknesses in pupils' achievements and teaching to guide their planning (58).
- Identify gifted and talented pupils to ensure their needs are being adequately addressed (33).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 94 |
| Number of discussions with staff, governors, other adults and pupils | 39 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 7 | 30 | 36 | 20 | 1 | 0 | 0 |
| Percentage | 7 | 32 | 38 | 21 | 1 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 310 |
| Number of full-time pupils known to be eligible for free school meals | - | 105 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 25 |
| Number of pupils on the school's special educational needs register | 3 | 104 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 24 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 465 |
| Pupils who left the school other than at the usual time of leaving | 47 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 2.8 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2002 | 21 | 27 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 12 | 15 |
| | Girls | 20 | 19 | 21 |
| | Total | 34 | 31 | 36 |
| Percentage of pupils at NC level 2 or above | School | 71 (n/a) | 65 (n/a) | 75 (n/a) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 14 | 15 |
| | Girls | 19 | 21 | 19 |
| | Total | 33 | 35 | 34 |
| Percentage of pupils at NC level 2 or above | School | 69 (n/a) | 73 (n/a) | 71 (n/a) |
| | 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 | 24 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 6 | 13 |
| | Girls | 4 | 3 | 13 |
| | Total | 12 | 9 | 26 |
| Percentage of pupils at NC level 4 or above | School | 27 (n/a) | 20 (n/a) | 59 (n/a) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | n/a | n/a | n/a |
| | Girls | n/a | n/a | n/a |
| | Total | n/a | n/a | n/a |
| Percentage of pupils at NC level 4 or above | School | n/a | n/a | n/a |
| | National | 73 (72) | 74 (74) | 82 (82) |

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 | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 272 | 27 | 2 |
| White – Irish | 1 | 0 | 0 |
| White – any other White background | 9 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British - Indian | 0 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 3 | 0 | 0 |
| Asian or Asian British – any other Asian background | 10 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 6 | 0 | 0 |
| No ethnic group recorded | 7 | 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 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 18 |
| Number of pupils per qualified teacher | 17.2 |
| Average class size | 22.1 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 18 |
| Total aggregate hours worked per week | 311 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 66 |
| Number of pupils per FTE adult | 11.3 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|------|
| Number of teachers who left the school during the last two years | 5 |
| Number of teachers appointed to the school during the last two years | 20.8 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2 |
| 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 | September 01 - April 02 |
|----------------|-------------------------|

| | £ |
|---|--------|
| Total income | 529815 |
| Total expenditure | 536154 |
| Expenditure per pupil (Sept. 01 – March 02) | 1568 |
| Balance brought forward from previous year | 0 |
| Balance carried forward to next year | -6339 |

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

362

Number of questionnaires returned

90

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 34 | 7 | 2 | 0 |
| My child is making good progress in school. | 57 | 37 | 4 | 0 | 2 |
| Behaviour in the school is good. | 23 | 56 | 13 | 3 | 4 |
| My child gets the right amount of work to do at home. | 19 | 42 | 23 | 4 | 11 |
| The teaching is good. | 53 | 42 | 1 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 38 | 31 | 26 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 51 | 40 | 4 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 56 | 31 | 4 | 1 | 8 |
| The school works closely with parents. | 37 | 37 | 16 | 8 | 3 |
| The school is well led and managed. | 44 | 48 | 4 | 2 | 1 |
| The school is helping my child become mature and responsible. | 43 | 49 | 1 | 1 | 6 |
| The school provides an interesting range of activities outside lessons. | 22 | 42 | 13 | 1 | 21 |

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

84. Provision for children in the Nursery and Reception is good overall. Currently, 52 children attend the Nursery part-time. They transfer to the Reception class in the year of their fifth birthday. There are 44 children in the current Reception classes.
85. Children enter the Nursery class with attainment levels well below national averages in all areas and lower in social, communication and numeracy skills. By the end of the Reception year the children achieve well and make good progress, particularly in social skills. Despite this good progress and because many begin from such a low base, their overall attainment is still below, rather than well below, the expected levels for children of similar age.
86. Children with special education needs also make good progress because activities are very well planned to meet their individual needs and the support they receive from teaching assistants is very good.
87. The quality of teaching in the Nursery and Reception is good and often very good. Teachers and the support staff have a good knowledge and understanding of the needs of children in their care and successfully provide a good range of opportunities for their academic and social development by ensuring an appropriate balance of activities for instruction and play. Assessment arrangements are very good. Assessments are made and recorded throughout the day as children participate in activities and used effectively for planning lessons and setting challenging targets for learning. As a result, appropriately demanding activities are provided for pupils of all abilities. Of particular note is the management of the children's behaviour. Teachers, supported well by their assistants, establish rules and routines quietly, quickly and effectively which results in children acquiring new skills and making good progress from the very start of their schooling.
88. Teachers and the support staff work as an effective team and are well led by the Early Years co-ordinator. They plan the curriculum together to ensure that children gain worthwhile experiences in all the recommended areas of learning. Plans to improve the outdoor facilities are advanced and will provide very good opportunities to further extend learning opportunities for the children in Nursery and Reception in the near future.

Personal, social and emotional development

89. On starting Nursery most children have low personal and social skills when compared with standards of children of similar age. During the Foundation Stage teachers and other adults are skilful in the way they help children to become more confident and independent so that they choose their own activities and begin to form friendships and play happily alongside each other. Staff have good relationships with parents as seen during registration times at the beginning of the day. For example, in the Nursery parents enter the classroom with their children and join them for a few minutes in the first activity. This not only helps to provide a quiet and orderly start to the day but also helps parents to learn more about ways in which the children are taught.
90. Teaching and learning are good and expectations high. As a result, children quickly learn to follow classroom routines, behave well and make good progress. Adults help to develop their self-esteem by praising them frequently for good achievements. Teachers and teaching assistants know their children well and provide good support for them so that they grow in confidence and develop their social skills as they move on to the next step in their learning. For

example, they learn to tidy up after themselves, to dress and undress for physical education with little help and say "thank you" to each other without prompting from the teacher. There are good opportunities for children to develop skills in learning to share and cooperate with each other. For example, in a role-play activity, Nursery children in the outside area took turns to ride the wheeled toys as they went shopping in the local super-market and in Reception, children help each other complete a number jigsaw. A minority are likely to reach the standards expected by the end of the Reception Year.

Communication, language and literacy

91. Most children enter the Foundation Stage with low standards in communication skills. As a result of the good teaching they receive and the many opportunities that are provided to develop their vocabulary, they make good progress. Adults are good at encouraging responses from children, asking questions and praising them for their efforts which results in children listening carefully to their teacher and to each other and developing their understanding and use of language.
92. Children listen attentively and enthusiastically to stories which are read to them with very good expression. Much emphasis is placed upon children being helped to learn to recognise sounds and individual words through story reading; as a result, lower attaining children are beginning to know the initial letter sounds of words and make marks on paper to represent them. Higher attaining children make good attempts to write in sentences underneath their drawings and correctly label their drinks and personal possessions at the start of each day. As they become more confident all children are encouraged to write words of their own. Good opportunities are provided for children to practise writing skills independently, to look at books in the reading areas or listen to pre-recorded story tapes. All children achieve well as they progress through the Foundation Stage. Even so, a high proportion of them will still be working towards the Early Learning Goals when they enter Year 1.

Mathematical development

93. When they enter Nursery children's understanding of mathematical concepts is low. They make good progress in their understanding of number, shape, and time as they progress through the Foundation Stage. Registration sessions are used well to develop children's understanding of time and numbering with good questions asked by the teachers which require children to work out the date and month and to count the number of days that have passed in the week so far. These and other activities like "the shop" and counting songs, help children to become more aware of the use of number in everyday situations.
94. Teaching and learning are good. Activities are appropriate to individual children's capabilities and their previous knowledge. Average and higher attaining children are beginning to write simple addition calculations and arriving at the correct answer. This demonstrates good progress since entry to the school. Aspects of the National Numeracy Strategy are used to good effect; for example, when practising counting or finding missing numbers in a number line in whole class activities. Their teacher questions the children regularly to check their understanding and keeps the group focussed on the task. A profoundly deaf child, with adult help, responded enthusiastically to these questions by 'signing' the answer to the teacher and other children. A high proportion of children will still be working towards the expected levels when they enter Year 1.

Knowledge and understanding of the world

95. Teaching and learning are good, although most children will still be working towards the expected levels when they enter Year 1. All children develop their fine motor skills when using tools such as scissors, pastry cutters, glue spreaders and large needles. With effective support they make good progress as they experiment with a range of materials and construct large and small objects. The good displays around the classrooms show evidence of learning about growth of plants, the local environment and healthy eating. For example, in learning about healthy food children not only smelt and tasted fruit and vegetables but also discovered whereabouts in the world they come from and how they are transported. In a good Reception lesson children were fascinated to learn and identify on a world map where various fruits originated and how they arrived in this country. The teacher developed the children's awareness of the world in relation to their local environment by skilfully describing the journey of a banana to the local supermarket.
96. Children's enthusiasm in using computers is limited and rarely seen. This is because learning objectives are not always made clear and the majority of children do not have the fine-motor skills required to control the mouse. It results in limited concentration and enthusiasm. Overall, children are encouraged to use all five senses to explore their world in a range of activities throughout the Foundation Stage and are making good progress.

Physical development

97. Teachers provide an extensive range of activities and, with good teaching, children's physical development is good. The majority of children in the Reception class are able to undress and dress themselves before and after physical education sessions and show satisfactory control of body movement. Nursery children play sensibly and safely on wheeled toys and have good control of them. Reception children demonstrate satisfactory control of their body movements and co-ordination and respond correctly to 'shorter', 'longer' and 'higher'. Many can jump, hop and skip in a controlled manner. Children are making good progress in their skills in throwing, catching and kicking a ball because of the good teaching they receive which is very well planned to provide opportunities for all of them to practise and develop. Children show good awareness of space, of themselves, and of others as seen when required to form a line or move into a circle, which they do quickly and without fuss, or in physical education lessons when they run around the hall.
98. Children are learning to handle tools, objects and materials safely and with increasing control. The wide range of activities, which include *Play-Doh*, *Sticklebricks*, *sand*, *paint*, *Play People*, *cutting and sticking etc.*, help them develop their control of smaller objects and tools.
99. All children are encouraged to recognise the importance of keeping healthy. The adults provide good role models each day as they join with children in eating healthy food during 'circle times' when fresh fruit is handed to everyone to eat.
100. Good use is made of the safe outdoor areas for Nursery and Reception. The recently agreed plans to develop these areas further will provide a valuable additional resource to enhance children's physical development - the majority of whom are on line to achieve the Early Learning Goals for this area of learning.

Creative development

101. Children's attainment in this area on entering the Nursery is well below that expected for children of a similar age. They make good progress as a result of the good teaching they receive throughout the Foundation Stage. Teachers provide a wide range of materials for children to experiment with, including paint, glue, felt pens and play dough. They have good opportunities to

develop skills in creating models and pictures and increasing knowledge and understanding of the use of colours in everyday events. For example, in some lessons the teachers use traffic light colours to indicate, "get ready, go and stop" in physical education lessons.

102. During the time of the inspection little use of role-play and dressing up was observed. Costumes and props are somewhat limited. On the few occasions when children were observed dressing up for role-play, opportunities to develop language and imagination were missed because teachers did not intervene in order to question and extend children's imagination.
103. Children enjoy singing and participate with enthusiasm. They are learning to sing in tune and are developing good listening skills. In a music and movement lesson children responded well and enthusiastically to recorded music as they represented, through dance, a poem about popcorn being cooked. The majority are likely to attain the standards expected on entry to Year 1.

ENGLISH

104. The majority of pupils enter the school with poor language skills. However good and sometimes very good teaching ensures that pupils achieve well with a significant minority achieving very well as they progress through the school. Overall standards are well below average at the age of seven and eleven. However, the majority are likely to reach or exceed nationally expected levels by the time they reach seven and eleven. This represents a substantial improvement over last year's results, especially for eleven-year-olds whose standards at that time were low. Pupils' work in Year 1 indicates that most are currently achieving standards that are just below national expectations in writing, speaking and listening and reading. This constitutes very good achievement for many since they entered the school. Pupils with special educational needs and those that have hearing impairments, achieve very well.
105. A number of factors contribute to this good achievement. The quality of teaching is good overall and very good in Years 2 and 6. Teachers are confident and implement the National Literacy Strategy well. On-going assessment in lessons and regular testing identify pupils that need additional support and also those who need to be challenged further. Teaching assistants are very well informed, well prepared and enthusiastic and support all pupils and teachers very well. The very good leadership of the co-ordinator also ensures that pupils' progress is regularly monitored and analysed. His own knowledge and enthusiasm for the writing process are beginning to make a considerable impact on standards in this aspect of English throughout the school.
106. Standards in speaking and listening are about average by the end of Year 2 but with a significant minority achieving standards below average. Improving speaking and listening skills has been a focus since pupils entered the school and all teachers are skilled at asking questions that encourage them to reflect and justify their answers. In Year 1 pupils are asked how one version of The Little Red Hen differs from another. In a very successful lesson in Year 2 the teacher asks 'What does reading with expression mean?' and the pupil replies 'When you read in the characters' voices.' She then reminds the class 'You must learn to listen to instructions' and the pupils respond appropriately. Pupils are encouraged to talk to each other before answering questions. This practice promotes speaking and listening skills well, especially when they are encouraged by both teachers and teaching assistants who circulate around the room, ensuring that all have something to contribute and are therefore included.
107. In Year 6 pupils speak confidently and enjoy discussions related to their work. In one class the teacher praised a response from a pupil by saying 'Well done; that's a premiership word' thereby promoting the pupil's self-esteem. In the same lesson the alert teaching assistant supported the teacher very well when she handed a pupil, who had not been listening, a 'focus stone.' Later

the pupil explained that the 'stone' reminds her that she must look at the teacher and concentrate when he is speaking – an effective strategy. In an excellent 'circle time' session in Year 4 the teacher created an atmosphere that encouraged reflection very well as she played music and then distributed photographs to encourage the pupils to think about the impact humanity is having on the environment. The result is that for one hour the entire class concentrated, took turns in speaking and listening intently to each other's views and began to develop very clear thinking with regard to their own impact on the local environment. Several teachers use listening centres well to promote an interest in reading and stress the importance of reading with expression.

108. Standards in reading are well below average overall at the end of Year 2 but a significant minority achieve very well and the majority of pupils attain standards that are either average or just below. Pupils are developing positive attitudes toward reading. This is because teachers organise daily guided reading sessions that are well planned, include activities to support all pupils irrespective of ability and ensure that they receive support in a very small group at least twice and often more every week. In one session a pupil with English as an additional language read well and with expression and identified the author and illustrator as well as identifying commas, speech marks and question marks. Teachers also ensure that reading record books that go home contain useful comments to inform parents of their children's progress. In one the teacher wrote 'Her character voices were much more appropriate today.' In some books parents also write useful notes for teachers, establishing an on-going dialogue between home and school that supports these pupils in their endeavours to read well. The school has increased the stock of reading books and book corners in classrooms promote these books well. Technical vocabulary is introduced and consolidated by teachers as observed in Year 2 when the teacher asks the pupils to explain the meaning of author, expression, speech marks, character and setting.
109. Standards in reading at the end of Year 6 overall are well below average but this represents an improvement on standards when most pupils entered the school eighteen months ago. Many achieve very well, most attain the standards expected for their age and a few exceed them. Daily 'guided reading' sessions continue throughout the junior classes and most are well planned and very successful. Tasks are designed to meet the needs of individuals and groups; for example, the teacher works with a group of pupils who still need to consolidate aspects of phonics (the sounds letters and groups of letters make). In Year 4 the teacher demonstrates to a group the skills needed to read aloud and with expression whilst the teaching assistant works with a small group on specific spelling activities. This modelling of good reading occurs in all junior classes and serves to emphasise the importance of expression, the use of picture-clues and determining the meaning of words in context. In order to gain a 'reading passport,' pupils have to read a book in each of six genres and this successful strategy broadens their reading experience. Year 6 pupils are able to locate reference books in the school library. However, many searched for books randomly, even though they had learned about the catalogue and index system. Further practice in retrieval skills is needed. Pupils could both use and explain the difference between contents and index pages, although none could explain the meaning and function of a glossary and this lack of understanding needs to be addressed.
110. Writing at the end of Year 2 is well below average overall although the majority of pupils achieve well and some very well. The school has made the improvement of standards in handwriting a priority since it opened and in this it has been very successful with standards average for the majority and above for a significant minority. Some pupils in Year 1 are beginning to attempt to join their letters and most pupils in Year 2 do so. Some pupils are beginning to express themselves well as noted in Year 2 when a pupil writes 'Fire-sticks sparkle like stars. Ice creamy sparklers tumble and red catherine wheels spin.' Teachers give pupils plenty of opportunities for extended writing and some pupils make reasonable attempts to use question marks and speech marks appropriately. The accurate use of punctuation is further encouraged

by very good marking in all books and pupils' attempts to respond to it are often well acknowledged by teachers, 'Use a capital letter for each new instruction'(day 1). 'Excellent – you have used a capital letter for each new instruction' (day 2). Spelling is well below average for the majority of pupils apart from the basic key words. However, the majority of pupils are applying their knowledge of sounds when attempting to spell unknown words, for example, 'famaly (family) and cotige (cottage).

111. Although a significant minority of pupils achieve very well in Year 6 and attain standards that are either average or just below, the overall standard of writing is well below those expected nationally and needs developing further. Spelling continues to be well below average. Although the school has introduced appropriate schemes and procedures to raise standards, these need time to become embedded and to have a positive impact. Marking continues to support learning well, for example, 'Try using more connectives.' It also presents a useful record of progress as a teacher writes 'A well presented argument – you now use complex sentences and commas well.' All teachers have very high expectations regarding presentation and this has now become the norm throughout the school. Pupils are beginning to show increased awareness of audience: 'The ground crunches as I move, I am scared because I am all alone'. They are given opportunities to write in a variety of styles and genres including poetry:

'Depression is the colour of grey misty clouds

It tastes like perfume being sprayed into your mouth

It smells like a dustbin'.

112. Teachers are increasingly using ICT to help raise standards. In some classes such as Year 6, interactive whiteboards are used well by teachers to display and demonstrate different types of writing but in others they are newly arrived and teachers require training to make best use of them. Teachers explore opportunities to write across the curriculum, for example, recording experiments in science and writing letters and posters in history. Homework is set regularly to support learning in school.
113. The quality of teaching and learning is good overall with a high proportion of very good lessons in Years 2 and 6. No unsatisfactory lessons were seen. The teaching of pupils with special educational needs and those that are hearing impaired is very good overall and often excellent. These teachers are knowledgeable, know their pupils well and plan interesting lessons that hold the pupils' attention and consolidate learning. Consequently, these pupils achieve very well. Teachers value pupils' work that is displayed creatively in classes and neighbouring corridors. In a Year 6 class a pupil pointed out notices on the wall that will support him in his writing. Pupils are managed very well throughout the school and this ensures that they focus well, that lessons proceed at a good pace and that they are developing very positive attitudes to the subject. Teachers seize every opportunity to extend the pupils' technical vocabulary as observed in a whole school assembly when pupils throughout could read and explain the meaning of seven words relating to music, a feature of the assembly. Teachers plan lessons together within the different year groups; planning is detailed and reflects the different learning needs of ability groups. It emphasises the importance of the three-part lesson, a well-implemented school policy that ensures that learning objectives are made clear, activities are relevant and the end of the lesson consolidates the learning that has taken place.
114. Resources are used well and teaching assistants meet with staff at the beginning of each session to clarify what is needed and to set out the classroom appropriately. Recent purchases have improved the reading stock significantly and resources for the subject are satisfactory. Access to

the library is restricted when the computer suite is in use although classes do have access at other times and pupils take non-fiction books home to read.

MATHEMATICS

115. Overall standards in Year 2 and Year 6 are well below average in numeracy and other areas of the mathematics curriculum. They have improved since last year, especially those for eleven-year-olds whose standards were low in 2002. Pupils are achieving well and the school's targets are likely to be exceeded. Over half are likely to attain or exceed the national expectation in Year 6; significantly more than double that of last year. By Year 6 most can add and subtract two digit numbers accurately but few are secure in their strategies for multiplying and dividing them, for example, 22×60 . Some pupils' mental recall of multiplication and division facts up to ten times is not yet secure.
116. Although in Year 2 standards remain well below average there is a significant improvement at all levels. By Year 2 pupils count forward and back confidently in multiples and are beginning to use standard measures, for example, to measure and compare length accurately. The indications are that with continued good teaching, by the time pupils in Year 4 leave the school, their standards are likely to be in line with the national average. The inspection found no significant difference between boys and girls. All pupils are making good progress from a very low base and those with special educational needs, including the hearing impaired, make very good progress towards their targets, because of the very good support they receive.
117. The quality of teaching and learning is consistently good across the school. In Year 6 it is very good both in class lessons and extension groups and pupils are making rapid progress. Teachers plan their work in line with the school's scheme of work and lessons are well structured. They take into account the needs of all pupils and work is well matched to pupils' abilities. Pupils with special educational needs are well supported and skilled signing ensures that deaf pupils take a full part in all lessons. Teachers explain what pupils are going to learn and pupils know what is expected of them. Teachers provide good mental warm-up and pupils are keen to answer. However, this is an area where they have the most difficulties. For example, in a Year 5 lesson pupils found doubling and halving to 50 hard and they had too few strategies to be accurate. When pupils are engaged in the activities they concentrate and work well. In all lessons teachers show very good management of behaviour and pupils are attentive. Pupils are learning appropriate mathematical vocabulary as the school has recognised this as a significant area for development. Pupils with English as an additional language in particular benefit from this emphasis. Homework is set regularly and marking is very good. It is evaluative and gives clear indication of what pupils need to do to improve.
118. In Year 1 very good teaching leads to pupils being interested and learning very well to show average attainment when identifying odd and even numbers and in using a decision tree. The teacher planned effectively for all abilities and managed the class and activities very well. In one Year 4 class pupils were well taught to develop their understanding of directions and compass points appropriate to their age. This knowledge was reinforced when pupils learnt to give a set of directions to control a robotic toy. The use of computers to support the learning of mathematical skills is developing well. Pupils collect and display data competently using a range of graphs and charts. The school is introducing inter-active white boards to support teaching and learning. This was particularly well used in a high quality Year 6 lesson to help pupils think about and explain their methods when adding and subtracting 2 digit numbers and using a grid method to multiply. They had difficulties deciding on a method and most found multiplication difficult. Pupils' ability to solve mathematical problems by deciding on a specific strategy is a weakness that the school has recognised needs developing further and is currently working on.

119. Teachers across the school are secure in teaching the school's scheme of work which reflects the National Numeracy Strategy. The structure of the three part lesson is well established. Numeracy is appropriately used across the curriculum. In science pupils use a range of measurements accurately, collect data from their investigations and display them in a range of graphs. There are time lines in history which include a short scale one for World War II and one to cover the Ancient Greeks, helping pupils work with negative numbers.
120. The subject is led and managed very well. The co-ordinator has a clear vision for the subject and monitors all aspects very well. Assessments of pupils' work and analysis of other assessment data are very well used to identify areas for development and to ensure pupils with special educational needs are given appropriate support. Good quality assessments form a sound basis for grouping arrangements and targets for all pupils. There is a good range of work on display to represent many aspects of the subject.

SCIENCE

121. Inspection findings show that current eleven-year-olds' standards are well below the national average. Within this judgement, their knowledge and understanding of scientific facts and principles are better developed than their scientific enquiry skills. Overall, this represents a substantial improvement compared to the 2002 standard national tests when pupils' standards were low. Most seven-year-olds achieve well below the standards expected for their age, although those higher attaining pupils achieve the expected standard in all aspects of science. There is clear evidence in other years that pupils' standards are likely rise further over time as the school's curriculum and its calm, purposeful and inclusive climate for learning makes more impact. Pupils of all capabilities and ethnic backgrounds achieve well. Those with special educational needs achieve very well because they are skilfully guided and supported by well-trained teaching assistants and assessed closely in relation to the targets in their individual education plans. Pupils with hearing impairments are fully integrated into lessons as a result of close teamwork between very effective signing assistants and teachers so that they take a full part in lessons and make very good progress towards their targets.
122. By the age of seven, pupils achieve well in their acquisition of scientific knowledge and understanding; for example, about living things such as what plants need to grow healthily. Lessons are very inclusive because classes are relatively small and teachers and teaching assistants very well trained to address the diverse needs of pupils in their class. Pupils in Year 1 were amazed at the effect of darkness on their cress seeds. One hearing impaired pupil signed answers to her teacher's questions during a class discussion as she observed the difference between cress seeds in light and dark conditions. Most pupils recorded independently in pictures and words, the changes to their bean seeds over time as they germinated and those with special needs progressed well as teaching assistants challenged them with good questions and provided very positive encouragement to sustain their concentration. Higher attaining pupils in Year 2 reach the expected standards and beyond, for example, they know that the moon reflects light from the sun and that half the earth is in darkness at any one time.
123. By Year 6 pupils begin to use models such as particle theory to describe solids, liquids and gases and higher attaining pupils gain insights into the changes that occur to particles when water melts and freezes. Most can draw electrical circuits using symbols for their components. Many pupils describe a range of forces and their effects and know how to compare their size, for example, as they investigate how different surfaces affect frictional force. However, about a third of pupils in Year 5 and 6 need support and guidance to enable them to carry out investigations of this kind.

124. Pupils in Years 1 and 2 learn to observe, record and tell others about patterns in their observations using scientific vocabulary. They begin to learn about the need for tests and comparisons to be fair, for example, when testing what plants need to grow and be healthy. Their enquiry skills are developed further in Years 3 to 6 but the pace of progress is uneven because there is considerable variance in how well such skills are taught, particularly to help pupils clarify questions to investigate, identify variables and make decisions when carrying out a fair test. The best practice, in Year 6, is good. These pupils decided on their own question to investigate about features of a range of different papers. Over half were able to plan a fair test independently and decide on strategies for comparing features such as absorbency and smoothness. Others, including those with special needs and hearing impairments, successfully completed their experiments, helped by very skilled teaching assistants who probed their thinking with good questions, signed instructions and responses and ensured all were focussed on their work throughout. Some strategies pupils chose led to errors and a trial run of their ideas before carrying out careful tests would have helped them resolve some practical problems. Occasionally, teachers over direct pupils about how to carry out a fair test so that those higher attaining are constrained from making their own decisions.
125. Pupils enjoy science and fully participate in the varied and stimulating activities provided. For example, pupils in Year 2 were totally absorbed in a sequence of four activities about light and dark, discussing their observations and ideas with teachers, their assistants and signing assistants and making very good progress in their learning. Pupils acquire new scientific vocabulary and use it appropriately when recording their learning, including those with English as an additional language. Pupils in Years 1 and 2 learn to tabulate results, and older pupils learn to measure variables such as force and temperature and to research and display information including graphically with spreadsheets and databases. However, the use of information and communication technology is still under-developed in science. In particular, pupils are not yet using sensors and data-loggers in their scientific investigations and good opportunities are being missed, for example, in Year 6, to compare the translucency of materials using a light sensor.
126. The quality of teaching overall is mainly good and some is very good but there is a little that is unsatisfactory. Lessons are well planned around clear objectives, especially in Years 2 and 6 and structured into three clear stages. During introductions, teachers engage all pupils in questioning, thinking and recalling their learning. Activities are mostly very well chosen so that pupils are challenged and fully engaged. Teaching and signing assistants work in close partnership with teachers who brief them very well and ensure lessons are fully inclusive. Lessons conclude with an effective plenary where the learning is summarised with all pupils. A particular strength is the calm and purposeful atmosphere achieved through very good relationships and effective pupil management so that time is used well in most lessons. Homework is set regularly for older pupils and marking is very good, providing useful correction and comments on how to improve. In the unsatisfactory teaching, pupils are unsure of the purpose of their activities and of key steps in fair testing. This is as a result of their teacher's insecure knowledge of this aspect of science and consequently pupils lose concentration and interest.
127. The subject is led well by the co-ordinator who is well-qualified and has worked hard to evaluate what needs to be done. Curriculum plans based on a nationally available scheme are fully in place but the co-ordinator recognises that guidance and training to improve the teaching of scientific enquiry skills is an important priority. Pupils are assessed systematically and their progress monitored in relation to targets set for them. At present this good practice is developed best in Years 2 and 6 but needs extending to other years more effectively. These and other priorities, including extending the use of information and communication technology, are included in a good action plan for the subject which will be a school focus next term. The next step in developing the

co-ordinator's role is to ensure teaching quality is monitored and supported to make it more consistently good across the school.

ART AND DESIGN

128. Most pupils reach standards in line with national expectations by the age of seven and eleven. Pupils throughout the school, including those with special educational needs, achieve well. They are interested and involved in their learning and are aware of how well they are doing. Observational drawing is a feature of the displays around the school and includes very accurate drawings of bicycles by Year 2 pupils and of the slippers which had been designed and made by pupils in Year 6. The scheme of work is based on national guidelines and teachers plan activities which link art with subjects such as history, English, mathematics and design and technology.
129. By the end of Year 2 pupils have opportunities to experiment with a range of materials which include crayons, pastels, paint and fabric for a range of purposes. For example, Year 1 pupils have studied Van Gough and re-created his painting of sunflowers using coloured pencils and pastels; in Year 2 pupils carefully selected from a range of hard and soft pencils to produce accurate drawings of objects linked to the story they were studying in English. These opportunities help to ensure that pupils make good progress as they move through the infant classes. They are aware of how well they are doing and know how to improve. For example, one Year 2 pupil explained, "That's the best drawing I have ever done!" and went on to add shading to her work.
130. By the end of Year 6 all pupils make good progress as a result of continued interest, enthusiasm and a desire to do well. A pupil in Year 6 remarked "I love doing this!" as she studied the work of Paul Klee and produced her own work in a similar style. Pupils with special educational needs receive good support and as a result also make good progress. The availability and use of sketchbooks is inconsistent for pupils aged 7 to 11 years and is an area for development in the future. Whilst some pupils in Year 5 used them for quick sketches of 'people in action' and for more drawings others rarely used them. As a result many pupils have little or no evidence of their progress in art beyond that which is displayed in classrooms or other areas around the school. Computer software is available for use by all pupils but very little evidence of its use was observed.
131. Teaching is good throughout the school and sometimes very good. In the best examples teachers have good subject knowledge and provide very good role models to pupils as they demonstrate the ways in which artwork can be produced. Teachers praise pupils regularly in order to raise their self-esteem and levels of attainment. With the use of good questions teachers encourage pupils to evaluate their own work and that of others in the class and to make suggestions on how to improve their work next time.
132. Leadership is satisfactory. The co-ordinator has already identified areas for improvement which are included in the school's development plan and include improvements to the scheme of work; provision of training to develop teachers' skills, knowledge and understanding in the teaching of art and establishing consistent use of sketchbooks for pupils aged 7 – 11 years.

DESIGN AND TECHNOLOGY

133. It was not possible to see any lessons in design technology as there was no teaching of design technology during the week of the inspection. Judgements take into account staff discussions, scrutiny of work and displays, photographic evidence and informal pupil discussions.

134. Work seen in displays and in photographic evidence indicates that pupils achieve standards which are broadly in line with expected levels by the age of seven and eleven in the areas of designing and making. However, the school recognises that pupils are still consolidating their overall knowledge, skills and understanding in the subject and have some gaps in experience.
135. Pupils in Year 2 work in groups to design and make carefully decorated vehicles for the Jolly Postman, using their knowledge of axles to construct moving vehicles to a satisfactory standard. They are encouraged to evaluate the end products and think of improvements. Year 1 pupils enjoy making planes following a visit to the transport museum and learn to saw, glue and join wood. In Year 4 pupils design and make different types of sandwiches and learn about slicing, spreading techniques and general food hygiene through this. Year 6 pupils design and make slippers using a range of different textiles and decorative finishes, such as sequins, stitching and tie dye. Examples seen were of at least a satisfactory standard. They plan their work out in advance and modify original plans as they undertake the process. A planning grid encourages pupils to critically reflect on their designs. One pupil wrote "I could not fit my whole design on, but my finished slipper is simpler but effective." Pupils enjoy the practical nature of the subject.
136. No overall judgement is made on teaching. However, it is likely to be at least satisfactory based on the outcomes of pupils' work seen. Similarly pupils are likely to be learning appropriate skills and progressively developing their knowledge and understanding through their lessons. The school takes care to provide additional adult support and adapted tools for pupils with physical impairment in order to support their manipulative skills. Signing support and radio aids are routinely used to enable pupils with hearing impairment to participate alongside their classmates.
137. Subject co-ordination is good. The co-ordinator is enthusiastic and well informed about the subject. She is given time to develop the subject across the school and has already undertaken monitoring through an audit of work. A scheme of work is in place for every year group although as yet there is no agreed policy and assessment procedures are at an early stage. Resources are satisfactory.

GEOGRAPHY

138. Work in geography follows the recommended national curriculum programmes of study. Most pupils' standards at the end of Year 2 and Year 6 are in line with age-related national expectations and their progress over time is good.
139. Pupils in Years 1 and 2 develop their map making skills through drawing plans of the classroom and picture maps of the local area. Pupils understand features of the changing seasons and can name the major features of each one. Those in Year 2 identify the countries in the United Kingdom and the main seas around the coast. They understand what a capital city is and can name and place those in the UK and the Republic of Ireland.
140. Pupils in Year 6 have concentrated on life in parts of India such as Chembakoli. They identify similarities and differences and know that in other countries the language, employment and education are different. Pupils in Year 5 have learnt about the water cycle and rivers. Their knowledge of terms such as delta, estuary and river mouth is good. Younger pupils study Guildford, linking this to their study of Anglo-Saxons, to learn about the effect that geographical features have on invaders.
141. Lessons were seen in both Year 2 classes and teaching is good. Resources are well prepared and used effectively. Reference is made to pupils' prior knowledge that prepares them well for new learning. Pace in the lessons is good so that pupils recap, learn new facts and complete a

written task in three-quarters of an hour. The support that pupils with special educational needs, hearing impaired and those for whom English is an additional language are given enables them to participate fully in the lessons and to make progress in line with their classmates.

142. Resources are unsatisfactory. Most of the inherited stock from other closed schools is out-dated or in a poor condition. The co-ordinator has bought a variety of maps, atlases and globes but as yet has not been able to supplement these with photographs, posters and videos. The co-ordinator's action plan rightly shows that next tasks include adapting a nationally available scheme of work to the school's specific needs and planning for pupils' assessment. Her management of the subject is satisfactory.

HISTORY

143. Most pupils attain standards in history that are broadly in line with those expected at ages seven and eleven. Very few attain higher standards for their respective ages. As pupils, including those with special educational needs, hearing impaired pupils and those for whom English is not their mother tongue, move through the school they make good progress in developing their knowledge and skills.
144. Pupils in Years 1 and 2 are developing their knowledge about the passage of time. They understand that events happened recently, long ago or very long ago. They know that different materials were used to build houses in the past and that vehicles were different also. They recall information about people, for example, the lives of Guy Fawkes and Christopher Columbus. They begin to understand change over time through a study of the history of the Post Office. This was made more relevant to the pupils by being linked to their developing knowledge of the local area, and literacy work using the book 'The Jolly Postman.'
145. By the time they are in Year 6 pupils have a good sense of chronology, having experienced coverage of all the historical periods required in the national curriculum, such as Anglo-Saxons, Vikings and Tudors. When studying World War II, pupils show empathy with those children of the time when imagining themselves as evacuees and writing letters home. They develop research skills through their use of a range of reference books, CD ROM and the Internet. They devise questions of their own to which they research an answer and work well in small groups for these activities.
146. The quality of teaching was good in the lesson seen in the infants. Pupils already had a good knowledge of how people change as they get older from previous lessons. This was reinforced by the new activity. Pupils were shown photographs of members of staff when they were young and asked to identify them. They used sensible, pictorial clues, such as whether they wore glasses, and hair colour. They enjoyed this activity and were able say what each person might have been able to do when they were as old as the photograph shown, and what they did in the school now. A good feature of the lesson was the teacher's careful questioning that challenged pupils' thinking and made them give reasons for their answers.
147. The quality of teaching is satisfactory and better in Years 3 to 6 with very good teaching in Year 6. Teachers make history come alive for the pupils because activities are interesting and capture their imaginations. Year 4 pupils debated in the manner of the Ancient Greeks. They had fun and gained a good understanding of how decision making in Greece worked. In Year 6 pupils' understanding about rationing during the Second World War was enhanced when the teacher showed them the rations for a week that she had weighed out. As they wrote a diary entry describing what they had to eat, it slowly began to dawn on them that what they might eat for a meal today had to last a week. The teacher showed great skill in her ICT aided presentation of

the material and in the questions she asked that made pupils consider the positive and negative sides of rationing.

148. The subject's management is satisfactory. Resources for junior topics are good and a wide variety of books, posters and artefacts are stored in an accessible way. Resources for infant work are less good. The co-ordinator plans to enhance these. The co-ordinator's action plan rightly shows that next tasks include adapting the nationally available scheme of work to the school's needs and planning for pupils' assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. Pupils' standards by the age of seven are about average and they achieve well in acquiring basic skills; for example, logging in to a networked computer, opening and saving their work and generating information in a variety of forms, including text and graphs. By the age of eleven, pupils reach the expected standards in some areas of information and communication technology, such as their ability to find things out, develop ideas and communicate them through text, images and graphs. However, there are gaps in their knowledge and skills. Pupils in Years 3 to 6 are not yet building on their early experiences in controlling devices by sequencing a set of instructions. Neither are they using sensors to measure and display variables such as temperature, light and sound as part of their science investigations. This limits the breadth of their basic skills. Pupils throughout the school make good progress in acquiring new skills with computers in a range of contexts. Few have access to computers at home and the great majority acquire their knowledge and skills through their learning at school.
150. There are a number of reasons for pupils' good achievements. The school's excellent computer suite is used very effectively to teach basic skills. Most teachers use facilities such as touch sensitive projection boards and projectors very effectively and pupils can practise new skills at their own individual computer. Those with special educational needs are supported very effectively by skilled teaching assistants who provide the right balance of guidance, instruction and encouragement and, as a result, they achieve very well. Hearing impaired pupils participate fully in lessons and make very good progress, assimilating new skills and responding to questions and tasks through the very skilled support of signing assistants working in partnership with teachers. Teachers and their assistants plan lessons carefully to create a fully inclusive learning environment in the computer suite. However, computers in classrooms are not used as effectively or frequently enough and pupils are not yet applying their ICT skills sufficiently to help raise standards in some subjects.
151. By the age of seven, most pupils carry out routine tasks such as logging in to the computer network, retrieving and saving files independently. They learn new skills such as how to sequence a set of instructions that enables a floor robot to follow a prescribed route. By Year 3 most pupils, including many that have special educational needs, have acquired the skills to locate pictures from sources such as the Internet and combine them with text. For example, a Year 3 pupil with a Statement of Special Educational Need for behavioural difficulties remained fully focussed on his work as he successfully described how plants need water to sustain life by combining a picture of a wilted plant with his description of what happened. Pupils in Year 4 skilfully design patterns and shapes with a graphics program, guided by criteria such as the need to incorporate two lines of symmetry. Their teacher provided inspiration for their ideas by discussing features such as colours and patterns in projected pictures of various Islamic carpets. One Muslim pupil described to the class how his mother prays three times a day on similar carpets. The rest listened carefully, appreciating the important role these carpets play in some people's lives. Pupils designed their own patterns very well, using earth colours and shapes that reflected the patterns they had seen.

152. By Year 6, pupils know how to enter information in a database and spreadsheet and identify patterns in it by presenting the data in an appropriate graphical form; for example, features of human growth from birth to the age of ten. Many can enter simple formulae within a spreadsheet to derive multiples such as 3, 5 and 7 times tables and look for patterns within them as part of their work in mathematics. However, teachers sometimes miss good opportunities to link the activities pupils undertake in the suite with their current work in subjects. Pupils sometimes prepare and present work without giving thought to the needs of any intended audience because teachers have not set the task in a context that encourages them to do so.
153. Teaching and learning are mainly good throughout the school and none is less than satisfactory. Lessons are stimulating and well planned. Teachers demonstrate new skills and techniques achieving a very good balance between building on pupils' suggestions and their own. Pupils are managed very well and with great sensitivity to their needs and consequently, relationships are very good and pupils respond and behave well. Skilled teaching assistants, working closely with teachers, ensure pupils with special educational needs are full participants in class discussions and individual tasks. Some teachers are very confident in their own knowledge and skills and those in Year 6 in particular, use equipment such as projectors and inter-active boards very effectively to bring class discussions to life. However, a few are less confident and need further training to enable them to make best use of the school's new resources. Most lessons are well structured, with demanding activities that extend the learning from class demonstrations. The closing sequences are used very effectively to sum up pupils' learning. Sometimes however, teachers miss good opportunities to link pupils' work with the wider world so that they do not gain sufficient insight into the impact information and communication technology has on their lives. For example, Year 4 pupils designing patterns for carpets did not link this with how designers go about their work and pupils in Year 6 are unaware that scientists often use sensors to gather information for their experiments.
154. The school has made very good progress since its opening in establishing a secure scheme of work and in ensuring pupils with different capabilities, needs and backgrounds acquire basic skills. The main gap in its provision is that resources and training are not yet in place to enable pupils to build on their knowledge of controlling devices acquired in Years 1 and 2 in later years and in using data-loggers in their science investigations. The subject co-ordinators work well as a team, providing clear leadership and direction through a development plan that focuses on appropriate priorities. They are aware of the need to assess each pupil's progress in their knowledge and skills and a framework for assessment has been prepared for implementation by the autumn term. This subject is the school's next priority and much training is planned to ensure all teachers are confident in using new technology at appropriate times across the curriculum. The next step is to make better use of ICT within some subjects, monitor teaching quality and evaluate pupils' achievements to better understand where their strengths and weaknesses lie.

MUSIC

155. Most pupils' overall attainment at the end of Year 2 and 6 is in line with the nationally expected levels. Pupils sing in tune and very enthusiastically. They listen carefully and evaluate their own and other's performance sensitively and accurately and in a way that helps them to improve. They pay careful attention to instructions and eagerly participate in music activities. Pupils of all abilities and throughout the school make satisfactory progress in music.
156. Overall, teaching is satisfactory and in some instances, very good. In the best lessons good subject knowledge, careful planning to meet the needs of all the pupils, good pace and challenging activities are evident. Throughout the school pupils were seen composing and performing using tuned and un-tuned instruments and listening and responding to music. The school follows the

national guidance for music as the scheme of work. From their earliest days at school pupils are provided with a range of opportunities to experience and participate in musical activities. They sing each day in the school assembly and frequently listen to 'live' music that is performed by other pupils; they have opportunities to learn to play the recorder and join a steel band; they regularly play tuned and untuned instruments in their class lessons. In addition, the choir, which is of a good standard, rehearses each week and takes part in local music festivals whilst other groups of pupils go into the local community to entertain the elderly, all of which enrich their music curriculum.

157. Pupils in Years 1 and 2 sing well and in tune. They demonstrate good control of dynamics and rhythm. Pupils concentrate well, listen carefully and are developing their knowledge of musical terms. Lessons are carefully planned to take account of all abilities and good use is made of support staff. Older pupils have a good knowledge of musical vocabulary, as seen in the 'Singing Assembly' when pupils aged seven to eleven correctly explained the meaning of words such as "tempo", "pitch", "dynamics" and "timbre". In this session the pupils sang in tune as well as 'signing' the words of the hymn.
158. Pupils in Year 6 perform their own compositions, using tuned and un-tuned instruments. In a very good lesson the teacher helped pupils to achieve good standards by asking developmental questions. He encouraged various dynamics by introducing the correct musical terms and helped them to evaluate their own and other's performances. He increased their confidence through good use of praise which, in turn, encouraged pupils to find ways to improve upon their first attempts. Overall, pupils enjoy music and are keen to improve. They listen carefully to the teachers' instructions, behave very well and develop a sense of achievement. Software for composition is available in the school but no evidence of the use of ICT was seen during the inspection.
159. Leadership and management of the subject are satisfactory. The co-ordinators are knowledgeable and enthusiastic. They monitor teachers' planning and evaluate how key concepts and ideas are developed across year groups. The school's development plan includes music as an area for development in the near future. An important next step for the co-ordinator is to establish ways of assessing strengths and weaknesses in pupils' achievements and observe and support teaching quality.

PHYSICAL EDUCATION

160. Overall standards in physical education are about average in games and gymnastics and pupils' progress satisfactory. Pupils in Year 3 currently attend the leisure centre for swimming lessons once a week with many swimming 25 metres before the end of the year. Clubs are held for football and dance all year round and an athletics and tennis club are held in the summer term. The school joins in local football tournaments and plays friendly matches against other schools. The school funds training in ball skills from professional coaches and pupils in all year groups benefit from this.
161. Teaching in the infant classes is satisfactory overall. Lessons are planned well and teachers are introducing routines that help establish effective control in both individual and group activities. Pupils are beginning to listen well in Year 1 and all understand the importance of warming up before taking physical exercise as one pupil said 'It helps warm up our muscles.' In one class pupils are also trained very well to move apparatus safely although when this occurs the pace of the lesson slows and it is more difficult for some pupils to hold their concentration. Hearing impaired pupils are very well supported by teaching assistants who not only sign well but also demonstrate movements for the pupils, further encouraging them to play a full and active part. In

a good lesson in Year 2, the pupils responded well to the clear instructions of the football coaches. They co-operated very well and the lessons proceeded at a good pace; consequently the pupils are developing very positive attitudes to this aspect of the subject.

162. In the junior classes the teaching is good overall and in all lessons pupils listen well and following the teachers' instructions. In Year 3 the teacher established good links with music as she introduced rhythm pattern cards showing musical notation and in Year 4 a poem was used as a basis for movement in a dance lesson. In Year 6, pupils are encouraged to evaluate their performance in order to achieve higher standards and this understanding also extends to the hearing impaired pupil who focussed and concentrated well throughout the lesson. A very good lesson in Year 6 encouraged pupils to link and sequence movements together. The teacher's expectations were made clear and pupils were encouraged to evaluate each other's work and suggest how it might be improved. In order to raise standards still further this aspect of teaching should be usefully developed in all classes.
163. The co-ordinator has been in post for just over a term and is providing satisfactory leadership and management of the subject. She has a clear vision for the subject and is writing a new policy and adapting a national exemplar scheme of work to the school's needs.

RELIGIOUS EDUCATION

164. By Years 2 and 6, pupils' knowledge and understanding is broadly in line with the expectations of the Agreed Syllabus. All pupils are achieving well as they go through the school in learning about religion and from religion.
165. The quality of teaching and learning is good. Lessons are well planned and teachers manage pupils well. Pupils are very interested and respond well to good questioning. They can explain the rituals and artefacts, and the similarities and differences of all the faiths studied. In a very good Year 3 lesson the teacher focussed on the symbolism of the Easter story. She provided very good artefacts and pupils demonstrated good knowledge of the importance of Easter in the Christian calendar. They showed they were thinking sensitively; for example, they knew Peter was Jesus' best friend and what his denial must have meant to both of them. The teacher explained the symbols and consequences of actions in terms that pupils could understand. One girl felt that with the crown of thorns, "They were taking the Mickey" and knew what it was like to be made fun of. Their teacher made good use of pupils' reading beautifully from the Gospels and provided a spiritual occasion where pupils were reflective and felt sad.
166. In a successful Year 4 lesson the teacher introduced a multi-cultural element as they looked at how Easter was celebrated around the world. She chose music from Sri Lanka and children celebrated by acting and dancing. Lessons are fully inclusive and all pupils have good opportunities to contribute. In a Year 6 lesson on Islam, the teacher sensitively drew on the knowledge and experiences of Muslim pupils and other pupils were very interested and keen to learn more. Pupils were respectful of their beliefs and the Muslim boys showed an obvious pride. One of these pupils is deaf but he took full part and explained well why he was not required to fast during Ramadan. Other pupils listened attentively and through the signer asked relevant questions.
167. There is a good range of visits and visitors to enrich the curriculum. The school has good links with the church and the community. There is a good range of work from across the syllabus evident in books; it is neatly presented and marked carefully. The subject makes a good contribution to extending pupils' writing and developing their English. There is only limited use of information and communication technology to research the subject or present pupils' work.

Support for pupils with special educational needs, particularly the hearing impaired, is good. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils show respect for the feelings and beliefs of others and through the study of religions are learning the teachings of right and wrong. The study of different faiths contributes well to pupils' multi-cultural awareness.

168. The co-ordinator is enthusiastic and knowledgeable and her leadership and management good. She has worked hard to develop the subject and adapt the scheme of work to the school's needs and supports colleagues well.