

# INSPECTION REPORT

## **CHEAM FIELDS PRIMARY SCHOOL**

Cheam

Sutton, Surrey

LEA area: Sutton

Unique reference number: 102964

Headteacher: Mrs J Brine

Lead inspector: Frances Forrester

Dates of inspection: 8 – 10 March 2004

Inspection number: 255765

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
Number on roll:	433
School address:	Stoughton Avenue Cheam Sutton Surrey
Postcode:	SM3 8PW
Telephone number:	020 8644 9055
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R A Kerlake
Date of previous inspection:	April 1998

## CHARACTERISTICS OF THE SCHOOL

Cheam Fields Primary School is situated in the village of Cheam, within the London Borough of Sutton. It is larger than most primary schools. There are currently 414 full time children aged five to eleven. Thirty eight children attend part-time in the Nursery. The local education authority's admissions policy has recently changed, necessitating the need to set up a permanent, additional Reception class but resources are limited. There is a good balance, throughout the school, between numbers of boys and girls. The school has 21 children whose mother tongue is not English including nine who are at an early stage of acquiring English. Children's attainment on entry to school when they are five years old is mainly in line with that expected nationally. The children come from a wide range of ethnic backgrounds. These include White British, British Indian, African, Korean and Chinese. There are 2 asylum seekers. The school receives very limited funding for supporting these children. The school has no information about 74 children whose parents preferred not to say which family language they use. The percentage of children identified as having special educational needs is below the national average. Only one of these children has a statement of educational provision, although most have specific learning difficulties. The number of children entitled to free school meals is also below average. The school copes with a small amount of pupil mobility, with children joining and leaving the school at times other than the usual ones. The school has received two achievement awards from the Department for Education and Skills and it was also awarded 'Investors in People' status in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11590	Frances Forrester	Lead inspector	Foundation Stage, English as an additional language, history, geography, religious education
9502	Rosalind Hall	Lay inspector	
25787	Edmond Morris	Team inspector	Mathematics, special educational needs, Information and communication technology, music
18116	Chris Taylor	Team inspector	Science, art, design and technology, music
15035	Roger Metcalf	Team Inspector	English

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** that succeeds very well in including all children in its work. The headteacher has very successfully ensured that teaching is a significant strength of the school. As a result, children achieve well and some very well. Currently in Year 6, most exceed the standards expected for their age group in English, mathematics and science. The school is committed to developing basic skills in all subjects. It is successfully led and managed by the governors, headteacher and senior staff, and provides good value for money.

#### The school's main strengths and weaknesses are:

- The school's leadership very successfully inspires and motivates staff and children.
- The governors have played a very strong part in shaping the school's development.
- Children are happy and enthusiastic about their school, and behaviour is very good.
- The school demonstrates great care for all children, and successfully promotes good attendance.
- Provision for the support of children who are learning English as an additional language is at an early stage of development. The school analyses all the children's progress to ensure they do as well as they can although this information is not used to monitor the achievements of different ethnic groups.
- The organisation in the Nursery and Reception classes means that the children sit as a large group for too long. There are few systems to track the activities they cover. Also, the resources are inadequate in the Reception classes.

The school has made good improvements since the last inspection in 1998. Leadership and management have improved. Governors are much more involved, and they have successfully improved their long-term strategic planning. The teachers with responsibility for developing subject areas were criticised in the last inspection report, but they are now effectively and enthusiastically monitoring the quality of teaching and learning. As a result, the quality of teaching is better than it was in 1998. Standards in Year 6 have also improved, and are now judged to be good in English, mathematics and science. All areas for improvement identified in the previous report have been fully addressed. The school now has more computers, and this means that children have more opportunity to develop their computer skills; their standards are now much better. There are many more opportunities for children to extend their learning through an enriched programme of additional activities after school. There is an improved programme of activities in design and technology, although insufficient evidence was available to judge the children's standards of work. The school has a good ethos and it now gives better value for money.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
Mathematics	B	C	B	B
Science	C	A	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Children achieve well as they progress through the school.** This means that, by the end of the present Year 6, many are on track to exceed average standards in English, mathematics and science. Overall, the results of the national tests in 2003 were above both the national average and the average for similar schools. The table above shows the variation between the three subjects. English results are best and well above average. In mathematics, results are above average. Results in science were average but disappointing because the children's investigative skills were

not sharp enough. The school has acted on this and it now puts more emphasis on this aspect of science. As a result standards have improved. Overall, national test results are rising faster than they are nationally and the data shows the school is adding good value to children's learning. The school has also noted that the older girls have underachieved in mathematics over the last few years. Strategies have been devised to remedy this and boost their performance. The school monitors boys' and girls' performance carefully to ensure both achieve as well as each other. This has been successful and there is no evidence of girls underachieving this year. When the children first enter the school, their attainment is broadly typical of that found nationally at age five. By the end of the Reception Year, the children achieve appropriately and meet the early learning goals for their age group. In personal, social and emotional development, their achievement is good. The children, including those with special educational needs, progress successfully and they are now achieving well because the teaching is good. The co-ordinator for this provision is successfully ensuring children have good support. The small numbers of children who are learning English as an additional language make satisfactory progress in mathematics and science because the teachers work hard to give them additional support. Their acquisition of English vocabulary, however, is slow.

The children are very willing to be enterprising and to take responsibility. There is a good ethos in the school and the children's **personal development, as well as their spiritual, moral, social and cultural development is good.**

## **QUALITY OF EDUCATION**

**The school provides a good education for its children.** The key factors are the very good promotion of teaching and learning by the headteacher, and the **good quality teaching.** The school's curriculum is good too, and teachers effectively link different subjects to make them more interesting for their classes. Questionnaires and School Captains give feedback to the headteacher and there are plans for a school council. The school is developing the provision in the Foundation Stage to ensure children learn successfully through play. There are limited procedures for tracking the time children spend on any one activity. Consequently not enough emphasis is given to developing writing skills and mathematics for the youngest children. As a result of the change in admission policy, the resources in the Reception classes are inadequate. Swimming makes an important contribution to children's life in school. The school has a good reputation for promoting higher standards. There is satisfactory provision for children who are learning English as an additional language. Teachers do their best to ensure they progress but there is no specialist language provision. Overall, the school provides very good care, guidance and support for all children.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management in the school are good.** There is a very good governing body. The headteacher works very closely with governors, staff and the senior management team to introduce new strategies for raising the standards of children's achievements. The school evaluates its own performance very accurately, and the staff's professional development is a high priority. As a result, the school has been recently awarded 'Investor in People' status. The governors are very committed to the school and they are very effective. Their knowledge and understanding of the school's strengths and weaknesses are very good. They challenge and support the senior management team, and value the headteacher's great commitment to the school.

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

Parents believe the school is successful, and their children agree. Parents really value their strong partnership with the school and make a very considerable contribution to their children's learning.

## **IMPROVEMENTS NEEDED**

The most important things the school needs to do are:

- Improve the organisation of activities in the Nursery and Reception classes and purchase more resources for the five year olds to use.
- Enhance the support for children who are learning English as an additional language and provide more visual aids to help the youngest children and older new arrivals to understand the English language.
- Ensure pupils' progress is analysed and monitored by ethnicity.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards at the end of the Foundation Stage<sup>1</sup> are satisfactory. By the end of the infant stage they are in line with national expectations. By the end of the junior stages they are above average in English, mathematics and science. Children are fully extended by the work presented to them, and their achievements over time are good.

#### Main strengths and weaknesses

- The inspection team judged the children's standards in Year 6 to be above average in English, mathematics and science. Nearly all children achieve well and their rate of progress through the school is good.
- Children identified as having special educational needs make good progress in relation to their ability. They achieve well.
- Brighter children are challenged and extended well in lessons.
- Children reach very good standards in swimming, which plays an important part in the life of the school.
- Children with English as an additional language make less progress in English than in mathematics and science. Teachers are conscientious and they work hard to give additional support. There is however, no translation to help the children's understanding when they first start school in the Nursery and Reception classes.
- The children in the Nursery and Reception classes do not spend enough time on language and literacy and mathematical development. There are no procedures for tracking the activities they attempt and there are inadequate resources in the two Reception classes.

#### Commentary

1. The children's achievement by the end of the Foundation Stage is satisfactory overall. However, they achieve well in personal, social and emotional development. In the other areas of learning their achievement is satisfactory for their age group<sup>2</sup>. At the end of Year 2, children's standards are average in English and science. In mathematics, they are good and above average. By the end of Year 6, most achieve well and they are currently attaining above average standards in English, mathematics and science. This is because assessment procedures in these subjects are proving successful. The school's performance in both the Year 2 and Year 6 national tests is improving at a faster rate than they are nationally. This shows that the school adds good value to children's learning.

#### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
Reading	17.0 (16.3)	15.8 (15.7)
Writing	15.2 (14.3)	14.4 (14.6)
Mathematics	17.3 (17.1)	16.5 (16.3)

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

<sup>1</sup> The Foundation Stage consists of two part-time Nursery classes and two Reception classes. By the time they leave the Reception classes, the children are expected to cover early learning goals in six different areas of learning.

<sup>2</sup> These areas of learning are as follows; personal, social and emotional development, language, literacy and communication; mathematical development; knowledge and understanding of the world, creative and physical development



### **Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	28.3 (30.1)	27.0 (26.8)
Mathematics	27.9 (27.5)	26.8 (26.7)
Science	30.1 (28.7)	28.6 (28.3)

*There were 68 pupils in the year group. Figures in brackets are for the previous year*

2. The Nursery provides children with a suitable start to school life. The provision in the Reception classes is also satisfactory, and most children achieve appropriately and make satisfactory progress. Their personal, social and emotional development is good, and is a strength of the provision. Children achieve satisfactorily over time and, by the end of the Reception year, most achieve all the areas of learning in the nationally agreed early learning goals.

3. Lesson observations and scrutiny of work show that, at the end of the infant stage, standards are in line with national expectations. In mathematics, the standards are good. By the end of Year 6, standards in all aspects of English, mathematics and science are above that expected nationally. This is a significant improvement since the last inspection. Children work really hard and they are proud of their efforts. The good quality of the teaching develops children's knowledge, skills and understanding systematically. As a result, most children achieve well.

4. Reading plays an important part in children's lives, and most read regularly at home as well as at school. By the time the children reach Years 5 and 6, they usually undertake a wide range of reading and many read quite complex texts fluently and with good understanding. Children in both key stages make good progress in the development of their writing skills. They write for a range of purposes and benefit from opportunities to do so across the curriculum. In their exercise books in other subjects, the standard of handwriting is consistently good. Most children have a developing vocabulary and their spelling is usually good. Their writing often shows imagination and flair.

5. Throughout the school, children learn successfully in mathematics and science. They make good progress as they move through the school because the quality of teaching is good. Lessons are made as interesting as possible and this means that children have good attitudes. In both subjects, there have been recent improvements in developing the opportunities for investigation work. There was a significant dip in last year's National Curriculum test results in science. The school tried to discover reasons for this dip in performance. After scrutiny of the results, it suspects the children were not as competent as they should be with scientific investigation. The school now has a clear focus on investigative work in science and this contributes well to the good standards of work seen during the inspection.

6. In mathematics, there is also good provision for children with special educational needs. This is because the teaching assistants are used very effectively to give children additional support in lessons.

7. Pupils with special educational needs make satisfactory progress in the Nursery and Reception classes. They make good progress from Year 1 to Year 6. This is because they receive good support from well-trained and effective teaching assistants and class teachers who plan work that is at an appropriate level. Individual education plans are well written by the class teachers, are measurable, and have clear and attainable targets. Many pupils with special educational needs reach the nationally expected levels in English and mathematics by the time they leave the school.

8. The teachers give good support to most children, including those who are learning English as an additional language. However, there is no specialist language provision which means the range of English vocabulary these children have is not as good as it should be when they reach Year 6. There are a high number of children whose home language is unknown, and the school has no

procedures for analysing performance by ethnicity. The school has a few dual language books, and resources are limited. For instance, in the Nursery and Reception classes there are no specific visual aids or language programmes to help the children to understand English.

9. The school has good additional provision for music, but only two lessons were observed during the inspection so it was not possible to judge standards overall. Music plays a significant part in the life of the school, and children are presented with a wide and exciting range of musical experiences, which parents truly value. Standards in religious education are in line with those expected in the locally agreed syllabus. Children’s learning has benefited from enthusiastic teaching and close links with the local community. Programmes of work successfully develop children’s knowledge and skills in art, design and technology, geography, history and physical education. Standards in information and communication technology have improved since the last inspection, and are now typical of those found nationally at the end of both the infant and junior stages. Children are making sound progress because they are benefiting from improved resources and a broader programme of study.

**Pupils’ attitudes, values and other personal qualities**

Children’s attitudes, behaviour and personal development are all very good. The school provides well for their spiritual, moral, social and cultural development. Attendance is good.

**Main strengths and weaknesses**

- Behaviour is very good. Children are confident and form good relationships with each other and adults.
- The children show considerable interest in all the activities provided for them, both in and out of the classroom. They are more than willing to take responsibility around the school.
- All staff have very high expectations of children’s conduct, and are very successful in achieving this.
- The school’s provision for spiritual, moral, social and cultural development is good.
- The children are very punctual and arrive at school willing and eager to learn.
- Children with emotional and behavioural difficulties are managed well.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Commentary**

10. Attendance levels at the school are above the national average, and systems to record and monitor attendance are effective. The children rarely arrive at the school late, and generally punctuality is very good. There were no exclusions in the last school year.

11. Children have very good attitudes and behaviour, and their eagerness to learn makes for a very positive atmosphere in the school. The school has not needed to exclude any children for several years. Children work together well in class and show respect and thoughtfulness for others. They are really motivated and they do their best at all times. They listen carefully in lessons and are keen to ask and answer questions. In the playground they share equipment sensibly and show high levels of care and support for each other. Lunchtime is a pleasant social occasion with the children quietly chatting while they eat.

12. The very many additional learning opportunities provided by the school are enthusiastically attended and much appreciated by the children. They happily give up their lunch breaks, stay after school and sometimes arrive early to participate in these. Children are also very willing to help around the school. For example, Year 6 volunteers help to set up the Nursery before morning and afternoon sessions, and Year 4 and 5 children look after the Reception and Year 1 youngsters at lunchtime. Twelve of the oldest children are appointed as School Captains and these take their responsibilities very seriously indeed and are really good ambassadors for the school.

13. Teachers and other school staff consistently apply the school rules and insist on the highest possible standards of behaviour at all times. As a result, children are able to concentrate and work unhindered in lessons and move around the school sensibly. Several award schemes operate, such as the 'Super 7' and 'Gold Star' awards for children to gain certificates for showing good attitudes to school and work. Most children respond very well to these and are most proud to receive them.

14. Children with special educational needs who have emotional and behavioural difficulties are very well managed in class and during breaks. They are included in all activities provided by the school, by their teachers, teaching assistants and midday supervisors.

15. Children's social and cultural development is good, and their moral development is very good. Children follow the example set by the school and show considerable respect for the needs and feelings of others. They have a clear ability to think through the consequences of their own and others' actions, and to distinguish right from wrong. Children took very seriously a class discussion on Mahatma Gandhi and the need to address injustice. They relate well to each other and to all the adults in school. Children respond well to the extensive support the school gives to a range of charities. The older children offer responsible support when helping around the school. Good opportunities are provided for all children to develop their knowledge and understanding of their own and other cultures. This is reflected in displays around the school and in the work undertaken. In the Nursery, the children celebrated the first day of spring in Bulgarian style with the support of a Bulgarian parent. In a Year 5 art lesson on printing, the children discussed the cultural aspects of Mendi design. Spiritual development is satisfactory. It is promoted mainly through collective worship, religious education and visiting Christian groups. A small group of Year 6 children, while reading about mountains, discussed with the teacher the wonder of reaching the top of a mountain and of nearness to God.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

### **Teaching and learning**

Teaching is good overall and some is very good. The children are learning successfully, and teachers have good assessment procedures for monitoring progress.

### **Main strengths and weaknesses**

- The very good planning ensures learning objectives are very clear.
- Teachers are very successful in encouraging the children to work hard.
- The teachers in Years 3 to 6 have high expectations for the standards of work from their classes.
- All teachers expect high standards of behaviour.
- The organisation of activities in the Nursery and Reception classes could be improved.

### ***Summary of teaching observed during the inspection in 54 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (22%)	30 (56%)	12 (22%)	0 (0%)	0 (0%)	0(0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

## Commentary

16. Throughout the school, there is a strong emphasis on promoting high standards of behaviour. The teachers manage the children well, and any bad behaviour in class is sensitively dealt with. Where there are teaching assistants, they provide caring support for the children with learning difficulties. They help to stimulate children's learning. The teachers encourage children to learn very effectively and motivate them to work hard. In English, mathematics and science, the teaching is good. This is having a very positive impact on the children's performance. Teachers always ensure the basic skills in these subjects are successfully taught. They consistently reinforce good handwriting in all subjects. The children's books are carefully scrutinised to check that work is tidily set out and appropriately marked. This helps to ensure pupils achieve well and that they are successfully motivated to work hard and do their best. Satisfactory lessons did not have the pace and challenge of many other lessons. The teacher sometimes dominated the discussion and the children had little chance to explain their ideas. In these lessons, the topic was not presented in such an interesting way as in the best lessons and children made less progress.

17. Where support staff are available, they make a valuable contribution to children's achievements. Lessons begin promptly. Marking is regular and supportive. Homework is used effectively to reinforce and extend children's learning, and parents are pleased that teachers are conscientious about marking the homework. In the best lessons, there is a sense of real purpose and the teacher's expectations of what children can achieve are high. For example in a very good science lesson in Year 6, the teacher successfully involved the children in discussion as they recapped their previous learning. The following practical investigation gave children time to explore ways to make an electric light bulb brighter or dimmer. In a very good English lesson in Year 5, the class re-enacted a story through role-play and then they wrote an account in the first person, to describe the feelings and emotions of the main character.

18. Many lessons proceed at a good pace, which keeps pupils interested and well motivated. In English, mathematics and science, more challenging work is provided for the higher attainers. Resources are prepared carefully and tasks are usually well matched to children's needs, although not enough use is made of information and communication technology across the curriculum.

19. The teaching in the Nursery and Reception classes is satisfactory, and the personal, social and emotional development is good and a particular strength of the provision. The school has worked hard to create greater links between the Nursery and Reception classes. The Reception classes have recently reorganised their activities to make the provision less formal and to create many more opportunities for the children to learn through play. This is a very positive start and, in all classes in the Foundation Stage, the planning successfully covers the nationally agreed areas of learning for this age group.

20. In all classes in the Foundation Stage, there are weaknesses in the organisation. The teachers appropriately assess the children's progress, but there are no procedures for tracking the activities they cover. Consequently, some children spend too long playing outside or playing with construction toys, and they do not have enough time to develop their writing skills. In the Nursery, parents are invited to bring their children into the room to share books with them but the way the room is arranged means the space parents can use is very cramped. Once parents have gone, the children tend to sit too long covering daily routines, such as agreeing which day it is and sharing the class book. Each day, one child counts the other children in the group. This activity is teaching the children to count by rote learning, but counting to beyond 20 is too advanced for most three year olds. The nursery nurse gives appropriate support during these formal activities but she could be better used.

21. Time is not always used as well as it might be in the Nursery. Sometimes, teachers' plans indicate that it would be appropriate to organise the children by maturity and need into small groups. This is not always evident in the way children are organised and means that they do not always make as much progress as they might. The Nursery resources are good and they are well

maintained but in the Reception classes the range is limited and unsatisfactory. This makes it very difficult for the teachers to vary activities for the children.

22. Teachers and their assistants give good support to those pupils who have special educational needs. This is particularly so in English and mathematics lessons, where the level of support is greatest. Teachers use their skilled teaching assistants well and fully brief them about their role in each lesson. They work closely with individual pupils or small groups to help them understand the work and make good progress. For example, a very competent teaching assistant was seen working with a Year 6 mathematics group; all pupils were making very good progress and they were clearly proud of their achievements. The teachers successfully provide all children with equal opportunities.

23. The school has recently identified a new co-ordinator to oversee the support for children who are learning English as an additional language. She has made a good start. The school's provision is at an early stage of development. One difficulty is that there are quite a number of parents who prefer not to say what language they use at home. This makes it difficult for the school to easily identify the children who speak other languages at home. The good quality of the teaching ensures the children achieve appropriately, but in the Nursery and Reception classes there is only limited support, particularly when the child is at a very early stage of English. The school has local education authority support for assessing any new arrivals. The school has successful assessment procedures and this ensures that any children who fall behind are easily identified. This means the children who are learning English as an additional language achieve satisfactorily. There is no analysis by ethnicity, and consequently the school is unaware of any particular group underachieving.

24. The parents told inspectors that they were delighted that their children like their teachers. Most children agree that they are happy to be in school. Parents are pleased that teachers are very willing to talk with them informally and that they keep them well informed about their child's progress. Teachers group their classes carefully and on some occasions, such as in mathematics in the junior stage, children are organised by ability into sets. Parents value these strategies.

## **The curriculum**

The curriculum of the school is good overall.

## **Main strengths and weaknesses**

- The curriculum is very well extended and enriched with a range of activities, including sports and cultural activities.
- Provision for English, mathematics and science is good.
- The provision for the children with special educational needs is good.
- Support staff make an effective impact on the work of the school.
- Provision for transfer to the next stage of education is good.
- There is limited use of information communication technology in other subjects.

## **Commentary**

25. The curriculum caters well for the needs and interests of all children. It provides a secure basis for learning with very good enrichment beyond the school day. All subjects are taught and legal requirements are met. The national strategies for numeracy and literacy are well used to develop children's knowledge and skills. Literacy and numeracy are also taught effectively through other subjects. Since the last inspection, provision has improved, particularly with regard to science and information communication technology (ICT). Skills in ICT are taught effectively, but opportunities to develop computer skills in other subjects are limited. One good example of it being used was in a music lesson when the teacher used a compact disc player to good effect. Religious education fully complies with the requirements of the locally agreed syllabus. The school has implemented a successful programme for personal, social and health education, which is



successfully linked with work in assemblies and other lessons. This programme includes raising awareness of the benefits and misuse of drugs, and sex and relationships education. Provision for children's personal development is good, with moral and social development being very good.

26. The school has good planning for the Foundation Stage. This covers all the areas of learning for this age group. The organisation in the Nursery and Reception classes allows the children to choose their own activities freely. There are limited procedures in place to track which activities each child covers during a week. This means some of the children spend too much time playing at their favourite activity. For example, following formal playtime outside, some children nevertheless choose to play outside for the rest of the session.

27. The school is totally committed to including all children in its work and to providing equality of opportunity for all children. The children with special educational needs are well provided for, both in classes and beyond. They are fully included in all activities. Lessons are planned to include the needs of all the class, and support is given where necessary. The support staff make a particularly significant impact in this area. Gifted and talented children are identified, but often extension activities for them are limited. The school makes very good provision for those transferring to the next stage of education, by arranging visits for the children, providing advice and supporting parents in making decisions.

28. The curriculum for children with special educational needs is satisfactory in the Nursery and Reception classes. It is good from Year 1 to Year 6. Planned work, particularly in English and mathematics, is appropriately linked to the targets in pupils' individual education plans, and is specifically designed to help them make good progress. The children sometimes work outside the classroom with teaching assistants or volunteers. Where possible, the work they are given is similar to that taking place in their class. Teachers ensure that such pupils do not miss any important learning opportunities, by recapping what the class had been learning during their absence.

29. The school enriches the curriculum effectively. There is a very good range of activities that go on beyond the school day to enable access to the curriculum or to extend the curriculum. Children regularly take part in sports activities and competitions, and sing in festivals. Trips outside the school are an important part of the curriculum. These include residential visits to Hindhead and the Welsh Mountains for Years 5 and 6. Homework is set regularly and is used well to extend learning. The school is working at a number of curriculum developments, including the development of creativity and thinking skills.

30. The accommodation is good, with most classrooms being spacious and well maintained. The playgrounds are adequate and well used. The school has a small green field, and uses a local playing field for football matches. Resources are adequate to deliver the curriculum. The new computer suite has had a significant impact on developing children's competence in ICT. The school is well staffed and has a good range of skills and expertise amongst both teaching and support staff. Effective curriculum planning ensures that when inexperienced teachers are employed, they are quickly able to adopt the teaching programmes and fit in well.

31. There is an effective programme for children's personal, social, health and citizenship education. In circle time, all children are given the chance to raise matters of concern in a class discussion. Work is linked appropriately to assemblies, religious education and to other subjects. The good work in this area contributes well to the very high standards in attitudes and behaviour.

### **Care, guidance and support**

The school's procedures to ensure the children's welfare, health and safety are very effective. The pastoral care of children is a great strength of the school, and relationships with all adults are supportive.

### **Main strengths and weaknesses**

- The school provides very successful care and guidance and children feel nurtured and secure.
- The well thought-out arrangements for the care, health and safety of children ensure that they all feel secure and that the school day runs smoothly.
- The caring support children receive from all adults in the school is made more effective because it is underpinned by good communication based on comprehensive record keeping.

### **Commentary**

32. Adults working in the school have close and trusting relationships with the children. Right from the start in the Nursery and Reception classes, staff provide very good role models for behaviour. The headteacher makes it a priority to know all the children in the school personally, and parents appreciate this. The very good pastoral support offered to children is aided by the successful communication with their parents. Assessment procedures in the core subjects of English, mathematics and science are very effective. Children receive lots of encouragement so that they know how to improve their work. There are good procedures in place for welcoming children into the Nursery, the Reception classes, and for any new arrivals higher up the school. Relationships with parents are very well established early, usually through home visits. The children's views are readily taken into account in plans for the school's development. Regular consultation takes place through pupil questionnaires and through discussion with the school captains who regularly meet with the headteacher. Children have also been recently consulted about how to improve the playground. Each class was asked to identify areas in the playground where children felt more or less happy or secure, and suggestions have been used to buy new playground fixtures and equipment.

33. The health and safety policy is good, with appropriate risk assessments. Regular inspections are carried out by school staff and by a governor with responsibility for this area. The school site is maintained to a high standard, and any repairs are attended to promptly. Children's personal records are comprehensive and up to date, and members of staff are very aware of those children who have specific medical needs or allergies. There is good coverage for First Aid and detailed records are kept of any accidents. Child Protection procedures are very clear, and staff are aware of them.

34. The achievements of all children with special educational needs are carefully tracked to monitor and assess their progress. Their individual education plans are well written, include appropriate and achievable targets and are reviewed each term. Liaison with outside agencies is good, and the school makes real efforts to ensure that the children receive as high a level of care as possible.

### **Partnership with parents, other schools and the community**

The relationship the school has developed with parents is very effective, and the good links with other schools are enriching the experience of children. There are good links with the community.

### **Main strengths and weaknesses**

- Parents are fully involved in the work of the school and are very well informed about school routines and their child's progress.
- Staff are very approachable and willingly talk informally with parents.
- Links with other schools support children's personal development well.

### **Commentary**

35. Parents receive good information about the life of the school through newsletters and a detailed prospectus. Termly consultation evenings and other meetings keep parents well informed. For instance, a session was arranged to give parents good quality information about National Curriculum tests. The annual reports are detailed and they give parents a very clear understanding of the progress of their child. Parents say they would like more written information about the

curriculum, and the school readily plans to provide this. Parents really appreciate the approachability of staff; for example, the headteacher and deputy are available in the playground at the beginning and end of each day. The school successfully consulted with parents about uniform and homework, and incorporated their views in policies.

36. Parents are keen to support their children in ensuring that homework is completed and that children arrive punctually. A significant number of parents happily help in school, for example with swimming, hearing readers and with food technology. A good example of this was when Nursery children were learning about babies. Two parents offered to demonstrate bathing their own babies for them to see. The school is quick to draw on parents' knowledge to enhance the children's learning. For example, a Bulgarian mother told Nursery children all about the celebrations at a spring festival in Bulgaria and then helped them to make *martenitsa* charms.

37. Parents and carers of children with special educational needs are always invited to meetings to discuss and review the targets set in the individual education plans. The school ensures that parents are well aware of the targets set for their child and provides them with a copy of the plan to help them to further support learning at home.

38. Links with the local community are good overall. There is a wide range of visits to the locality and children take part in sports activities and competitions, sing in festivals and support a variety of charities. In particular, the community benefits from access to the after school swimming club, which is self financing and very successful, and from opportunities provided by the local adult college. There are good links with other schools through local music festivals, which are co-ordinated by the deputy head teacher, swimming galas and other sporting fixtures. The school shares its site with a secondary school, and many links here benefit children's personal development. For example Year 6 children eat lunch in the secondary school canteen. This is a good preparation for secondary school life. An early morning French Club run by secondary teachers is proving very popular, and the secondary physical education department and sixth form students have supported the Dance Club.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher and key staff are good overall. The headteacher has very successfully influenced the quality of teaching and learning. There is a good partnership with the very successful governing body. They are major factors in raising and maintaining good standards of achievement within a good curriculum. The school successfully overcomes any barriers to achievement.

### **Main strengths and weaknesses**

- Strong governance and the very good working relationships between the headteacher and staff is a great strength.
- The school's leadership and management very successfully inspires and motivates staff and pupils.
- The very successful school evaluation ensures pupils' performance is monitored.
- The school's performance management is having a successful impact in bringing about improvement.
- Financial management is very efficient.
- The management of the provision for children who are learning English as an additional language is still at an early stage of development. The school needs to analyse children's progress by ethnicity.

## Commentary

39. The leadership, management and governance of the school have been improved successfully since the last inspection. The headteacher has established a clear vision for the school that successfully focuses on raising children's achievements and standards of attainment. The school improvement plan, performance management policy and self-evaluation successfully underpin the consistently improved performance. There is a very clear view among all the staff and governors of the need to ensure children achieve as well as they can.

40. The senior management team and governors have a very strong relationship. Their roles have been improved very successfully since the last inspection. They work very closely together to drive developments forward positively and quickly. The teachers who are subject leaders are very enthusiastic about their role in the school. Most have been given time to monitor the quality of teaching and learning. The leadership of the Foundation Stage is sound and at an early stage of development. Resources have been audited and time allocated for monitoring however, this has had limited impact on the quality of the overall provision.

41. The governors are totally committed to the school. They have considerable expertise in finance, law, buildings and education. They use this expertise to benefit the school and its children. Together with the headteacher and senior management team, they make major contributions to the school's development plan that shapes the vision and direction of the school. Governors have a very clear idea of the school's strengths and weaknesses. The school also invites them into school for open days so that they make decisions on an informed basis. Two governors help manage the school library, and most have observed teaching and talked with parents and children.

42. The school has made it a priority to introduce effective assessment systems to track children's progress, develop a broad and exciting curriculum, and improve and enhance a very good range of additional learning activities outside school. This has successfully motivated the children so that they want to come to school and learn in a vibrant and stimulating environment.

43. The provision for special educational needs is managed well by the co-ordinator. All paperwork is kept up-to-date. Liaison with outside agencies is effective so that they are involved in the provision when required. The regular meetings with the teaching assistants are useful as they enable them to discuss any new initiatives or concerns about the provision or about individual pupils. The provision meets statutory requirements fully which ensures the children progress as well as they can.

44. There is good staff development, which has improved the quality of teaching and learning since the last inspection. The school has been awarded 'Investors in People' status in recognition of this. The headteacher, with good support from the deputy, has very successfully ensured that children learn through a broad and varied curriculum and good quality teaching. Expertise within the school is utilised fully, and staff responsibilities are allocated accordingly. Other skills in music, swimming and sport enrich the programme of activities. Parents play an important part in the organisation of these activities and, when possible, experts in their field enhance the learning. Children are successful in many subject areas, for instance through learning to play musical instruments or participating in the local music festival and swimming gala. This makes them confident and helps them achieve more in other areas of the curriculum.

45. The school recently identified an enthusiastic teacher to manage the provision for the children who are learning English as an additional language. Teachers are conscientious and they do their best to give good support. The quality of lessons are carefully monitored to see that children's targets are being met and to check their progress. The school has no systems in place to analyse the performance of groups by ethnicity and specialist support is limited. The school has limited resources for promoting language acquisition, and it recognises the need for appropriate staff training.

46. The school has been concerned that girls were underachieving in Years 5 and 6. Parents were impressed that booster groups in mathematics were set up to improve the children's performance. They arranged extra groups for the girls. Parents say that they were very successful. The school, this year, has organised booster groups with children working in groups of similar ability. Inspectors could find no evidence of girls underachieving in mathematics.

47. The school's aids to learning include: very strong parental involvement; dedicated staff; thorough planning and assessment systems; and children who enjoy what they do. Many parents help children to learn to read during the school day and support their child's learning at home through homework. The views of parents are sought to identify improvements in the school. Parents say their opinions are listened to carefully and taken into account.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1035895	Balance from previous year	56766
Total expenditure	1036631	Balance carried forward to the next	56029
Expenditure per pupil	2201		

48. The governors and headteacher ensure that the budget reflects the school's educational priorities. The school administration of finance is very efficient. There are very successful procedures in place for long term strategic planning, which was criticised in the last inspection. The finance committee ensures very good financial procedures are in place, and there is careful monitoring of the financial position during the year. The school had drawn up a building improvement programme but it has had to put it on hold, despite a rather large fund reserve. This is because the school's electricity provider has been changed and long-standing bills are urgently awaited before any decisions can be made about the building. The principles of best value are successfully applied to all aspects of the school. This has resulted in good standards of achievement, a good curriculum, good teaching and successful leadership and management. The very effective governance ensures critical analysis of the school's performance. The school provides good value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

49. Children first start school part-time in the Nursery at the age of three. The provision in the Nursery is sound, but there are also some good features. The teaching covers all areas of learning and it is satisfactory overall. The accommodation is spacious, and resources are of good quality. There is a good play area outside. Resources are used successfully to help the children become independent and to help them to make choices. Children achieve appropriate standards for their age group before they transfer to the Reception classes.

50. The provision in the two Reception classes is also sound, and personal, social and emotional development is a particular strength. The teaching covers all areas of learning and is satisfactory. This means the children achieve suitable standards by the time they are five. The accommodation is also spacious, and there is a very good covered outside play area

51. In the last inspection, the early years provision was judged to be good. Since 1998 and the last inspection, the national requirements for learning for this age group have been updated and extended.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**, so that children achieve successfully and exceed the expectations of the early learning goals.

#### **Main strengths and weaknesses**

- The Nursery has a wide range of attractive activities, and the children decide where they want to be for themselves. This successfully reinforces their social development.
- There is little evidence of misbehaviour in any of the Foundation Classes, and even the youngest children willingly take turns and share.
- There are good opportunities for role-play in both the Nursery and Reception classes.
- The Nursery children spend too much time sitting listening to the teacher.

#### **Commentary**

52. This area of learning is a particular strength, because the teachers make it a priority to create a calm ethos for learning. The children make good progress during their time in the Nursery and Reception classes. Their attitudes to learning are good and they respond well to tasks.

53. The staff expect the children to behave well and are skilful at working with young children, recognising their individual personalities and managing them well. The children respond well to most activities, particularly to playing outside. The teachers plan a wide range of activities, and the children learn to share and play well together and make their own decisions about where they want to go. For instance, the Nursery teachers give children 'thinking time' so that they can decide for themselves where to play. The children develop independence, as they are encouraged to use their own ideas and select activities and resources. In both the Nursery and Reception classes, the children understand the daily routines well. Relationships between adults and children are very good. Children co-operate well with each other and relate confidently to adults. When they are hurt or upset, they show they trust the staff. This was very obvious when a little boy was hurt playing outside in the Reception classes play area. The child was quickly comforted and he soon returned to his playmates. The children know they are expected to take turns, for example in waiting for a bicycle or to join in an activity that is only intended for a small group. They join in happily with rhymes and songs, and share stories. By being aware of individual needs and supporting children

effectively, staff build good relationships. By the time they leave the Reception classes, many have very good relationships and they exceed the expected standards of development for children of their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- Role-play activities in the Nursery and Reception classes provide good opportunities for speaking and listening.
- Children are developing an appropriate knowledge of letters and their sounds.
- Children are developing good early reading skills. They enjoy listening to stories and joining in rhymes.
- There is no translation available for the children who do not speak English when they first start school.
- Early writing skills are not taught consistently. In the Reception classes, too much time is allocated to developing letter sounds, and more time needs to be allowed for children to write freely for a range of different purposes.

### **Commentary**

54. In both the Nursery and Reception classes, opportunities for progress in speaking and listening are satisfactory, but could be better. This is because staff tend to talk to their classes for too long a time. There is not a wide enough range of activities to develop children's experiences and vocabulary. In part, this is because the Nursery sessions start each day with a range of formal routines such as agreeing the name of the day. Repetition of stories and rhymes is often included in this session. This limits the time available for children to talk about their own experiences or ideas. In the Reception classes, large groups of children sit on the carpet for too long, to practise letter sounds. Staff provide a range of opportunities for promoting conversation when they are working with children or playing with them in a small group. They point out words that sound the same in nursery rhymes. A good example was a Reception teacher who was playing with a group of children outside. She successfully helped them to re-enact a story as they read the text from a book. Teachers discuss the weather with their classes, and they encourage children to talk about poetry. There are however, limited opportunities for children to ask their own questions using words, phrases and sentences.

55. The children with learning needs and those who are learning to speak in English are quickly identified. In the Nursery, staff use signing as a way to communicate, and they encourage the children to say 'Good Morning' in several community languages. The limited resources in the Reception classes make it difficult for children to have help with their understanding. For instance, there are no language programmes with suitable visual aids to aid understanding. The learning needs are tackled appropriately, enabling children to make satisfactory progress. The progress in language acquisition however, is fairly slow, because there is no translation or specialist teaching support.

56. The children enjoy listening to stories, and they like looking at pictures. In the Nursery, they like to share books with adults, and by the time they are in the Reception classes children have good book handling skills. Parents are very supportive and readily encourage their children to enjoy books. The children willingly join in with the reading of repetitive text, for example when the Nursery reads 'Caterpillar Class Book' together. During the inspection, one little girl had made her own delightful version of this book at home. She very confidently read the text to the rest of the class. In both Nursery and Reception classes, children are able to recall and re-tell well known stories. They are beginning to develop knowledge of letter sounds. In the Reception classes, the staff develop

children's comprehension skills by asking them questions; however, they have a very limited range of resources to use.

57. The Nursery provides appropriate opportunities for children to mark, make and to develop early writing skills. The writing table is a place where they can happily make little cards or write in their own way. They make 'Get Well Soon' cards for Kipper [the dog in their story] and write their names confidently. In the Reception classes, the children have opportunities to write freely. Scrutiny of children's work shows that even the brightest children write with very large letters and the formation is variable. Meanwhile, the least able child is still drawing pictures and telling the teacher what to write underneath. At the time of the inspection, the high attainers were only able to write a simple sentence or two without the teacher's help.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Most five year olds count reliably up to 10 and many count to higher numbers.
- In practical activities and discussion they enjoy number games and rhymes.
- In Reception classes, most confidently count backwards and forwards.
- They enjoy singing songs which practise adding on or subtracting.

### **Commentary**

58. In both the Nursery and Reception classes, children make satisfactory progress in mathematics. By the end of their Reception year, most attain the early learning goals expected of this age group. Staff provide many opportunities for children to count objects accurately, including counting the number of children who are present in the class. Although this familiarises them with larger numbers, it is way above the comprehension of most three year olds in the Nursery. In the Nursery, they count the days of the week and know that they are at school for five days and at home for two days each week. Children in the Reception classes recognise numbers, and they cover activities such as pulling out objects from a bag and working out how many items are left. They recognise and can continue a pattern, using the common shapes of square and circle, which they can name. They use the computer to explore shape and form. In both the Nursery and Reception classes there are limited opportunities to solve problems though their play. The teachers' planning in the Reception classes shows that formal activities provide the children with problems to solve, such as 'Are there more cows than sheep?'. There is limited teacher intervention to pose problems for children to solve through their play.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- Children investigate objects and materials. They ask questions about why things happen and how things work.
- Children build and construct with a wide range of objects.
- Children select tools and techniques they need to join materials they are using or when digging in the garden.

### **Commentary**

59. Children in the Nursery and Reception classes have appropriate opportunities to develop their knowledge and understanding of the world. They use sand and water, and learn about their different qualities. They also learn about change. For instance, in the Nursery, a group of children



were bathing dolls as a follow-up to a visit the previous week when a parent bathed her new baby for the children to see. In the Reception classes, the children wash dolls' clothes and hang them up to dry. They know that a warm wind helps this process be more successful. They enjoy building with construction kits. In the Nursery and Reception classes, good use is made of the outdoor provision to extend the children's knowledge of their immediate environment. For instance, the Reception classes have planted seeds and, during the inspection, several boys were having a lovely time using gardening tools to dig! In the Nursery and the Reception classes, the children have opportunity to use computers and they have increasing confidence in controlling a mouse effectively. By the time the children reach the end of their Reception year they achieve the expected standards in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children move with confidence and agility.
- They show awareness of space, of themselves and of others.
- They handle tools, construction and malleable materials safely and with increasing control.

### **Commentary**

60. Children make sound progress in their physical development, and by the time they reach the end of their Reception year they achieve well and make sound progress. Their attainment is in line with national expectations for this age group. In the Nursery, the children play with toy mobile vehicles and wheeled toys. They have a good awareness of space, inside and outside. They move sensibly and confidently, for example when they crawl through tunnels. They have ample opportunity to balance and climb using a range of different apparatus. The school encourages all children to become confident in the water. The Nursery staff take great care to carefully introduce the children to the swimming pool. In the Reception class, parents help the children to enjoy short sessions in the pool. The children are developing appropriate manipulative skills, using a range of materials and tools including scissors, 'Playdoh' tools and paintbrushes. They also use a range of construction toys.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Children observe patterns and colours in the environment.
- They have favourite songs, and can clap in time as they sing.
- They engage in imaginative play, and in listening to stories can empathise with the characters.

### **Commentary**

61. Children in the Nursery and Reception classes make satisfactory progress in their creative development and, by the end of their Reception year, their attainment is in line with that expected for their age. In the Nursery, children draw, paint and make pictures. They show an increasing ability to observe and respond well to the various experiences afforded them. They paint lively self-portraits. In the Reception classes, they paint pictures of the Three Bears as part of a topic on this traditional story. They mix colours to paint a rainbow. As a class, they make Chinese dragons to celebrate the Chinese New Year. They sing songs together, and they enjoy playing in the role play areas and making up stories to support their play.



# SUBJECTS IN KEY STAGES 1 AND 2

## ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards in Year 6 have improved since the last inspection.
- Children in each year group from Years 1 to 6 achieve well.
- The teaching of English is good, with some very good features.
- The strategies for promoting reading are particularly effective, and children enjoy reading.
- The children with special educational needs are supported very well and make good progress.
- Analysis of writing is being used effectively to identify where improvements can be made.

### Commentary

62. The standards children currently attain in Year 6 are above average. This is an improvement since the last inspection when standards were judged to be average. Standards in Year 2 are average and broadly in line with those expected nationally. The children write well for a range of purposes. Creative writing is organised well and is often lively and thoughtful. Although the standard of spelling varies, the basics of spelling, handwriting and grammar are taught systematically and well throughout both the infant and junior stages. Presentation of work is good. Children experience a broad range of fiction and non-fiction texts, and read with confidence and a good degree of fluency, accuracy and understanding. Listening skills are well developed throughout the school and by Year 6 many children speak clearly, confidently and with a reasonable degree of fluency.

63. Children in each year group achieve well in lessons. Suitably challenging learning objectives in all lessons enable most children to have a clear understanding of what is expected of them. In all year groups, children listen well to each other and to adults. The quality of children's speaking varies considerably, but most make good progress in lessons, and as they move through the school there is a marked improvement in the development of speaking skills. The children speak well in assemblies. A wide range of strategies which have been developed to support and stimulate writing enable the children to make good progress in writing. In Year 2, where a number of children are struggling to reach the standard expected, weekly writing workshops have been established, and this is helping to stimulate ideas and is providing an appropriate structure and focus for writing.

64. Throughout the school, children have a keen interest in reading. A well-structured programme is in place to support and promote reading, and the school encourages the children to read widely. Well taught group and guided reading sessions, using good quality fiction and non-fiction texts, supported by whole class and individual strategies for reading ensure that the children not only make good sustained progress in reading but also develop enjoyment in reading. Consistent use of book journals in many classes helps them to both to consolidate their understanding of the books they read and to develop critical awareness.

65. Teaching and learning are good. Teachers plan and structure their lessons well, and children are always clear about what they should do. During group reading sessions, groups working independently almost always have a clear idea of what is expected and focus well on their task. This enables the teacher to provide valuable challenge and stimulus to the guided reading group. The very good management in almost all classes ensures that lessons are conducted at an effective pace and the attention and interest of all children are sustained well. In some very good lessons, teachers challenged the children with stimulating and interesting ideas for writing, and enabled them to concentrate well on the writing task. In one example in Year 5, role-play based on a class text enabled the children to identify and use some powerful adjectives in descriptive writing. Homework is used regularly and effectively to enhance what is done in lessons.

66. Teaching assistants are deployed very well to support the children with special educational needs. They work closely alongside teachers in the classroom, either supporting groups during writing sessions or taking a guided reading group. In addition, they work well with individuals and provide effective support to small groups in Key Stage 2 with reading before school. This support and the work undertaken by class teachers ensure that the children with special educational needs and low attainment make good and often very good progress. In most classes, children show a lively interest in their work. They are almost always very attentive, work well with each other and behave very well.

67. Although there is not currently a permanent subject leader for Years 3 to 6, the headteacher, and the subject leader for Years 1 and 2 have a good programme for monitoring and evaluating English. In particular, this means they have regular audits of writing, which has helped identify the areas for development.

### **Language and literacy across the curriculum**

68. There are many opportunities for children to use their skills in English across a range of other subjects. Most listen well in lessons, and their writing is frequently presented well. Well developed listening and speaking skills enhance the work of some personal social and health lessons. Good standards of reading enable the children to access non-fiction texts and to develop their library and research skills. Good cross curriculum links are made. For example, a writing session in Year 4, with clear literacy learning objectives, was used to write a draft of an explanation of the digestive system, thus enhancing the work currently undertaken in science. A literacy session in Year 3 on identifying key points in a text used the text from the current history work the class were engaged in on the Romans.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards are above those expected nationally.
- Children make good progress as they move through the school.
- The quality of teaching is good.
- The children have very good attitudes to their work.
- There is good provision for the children with special educational needs as teaching assistants are used very effectively in lessons.

#### **Commentary**

69. The standards attained in the 2003 tests taken by Year 2 and Year 6 children were above the national average. This is a great improvement since the last inspection. The children currently in Year 2 are also working at levels above those found nationally, as are the children in Year 6. This is a good improvement since the last inspection, when standards at the end of Year 6 were judged to be in line with the national average. There has also been a considerable improvement in practical and investigational work since the last inspection. The children are regularly set challenging and interesting problems to solve that are designed to make them think deeply about the mathematics required to find the correct solution.

70. Children make good progress in their learning as they move through the school. This is predominantly a result of the good teaching they receive in lessons and the careful planning of suitable work. Children of all abilities are making good progress. There had been a concern about the underachievement of girls in mathematics, but with appropriate intervention this has been resolved and girls now match the boys in the progress they make and the standards they achieve.

71. The quality of teaching is good overall with no unsatisfactory lessons seen. In the good and very good lessons, teachers have high expectations of their classes and they set work designed to challenge children of all abilities. They create a positive working environment and insist on very high standards of work and behaviour at all times. The children respond very well to this and are eager to do their best and make good progress. This was clearly seen in a very good Year 6 lesson about angles. Lots of useful discussion took place about how best to calculate an unknown angle from the information given, and the children listened intently to the views of each other and to their teacher. By the end of the class, everyone had a very good understanding of the process required to find the unknown angle. The planning of work in year groups is particularly effective as it ensures that children in each class are taught to a similar level and teachers are able to share ideas and expertise. Setting by ability in Year 6 is also having a positive effect on progress as teachers can plan work very closely matched to the prior attainment of the children. In all classes, teachers ensure that every child is fully included in the many learning opportunities by carefully grading the work to suit the differing abilities of the children in their class.

72. The children thoroughly enjoy their lessons. They are eager learners and very proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete homework assignments. Their behaviour in lessons is very good and leads to a calm and peaceful working atmosphere in which all children can flourish and produce good quality work.

73. Teachers use teaching assistants very well to help the children, especially those with special educational needs, learn more effectively. They plan the role of support staff in each lesson very carefully to maximise their impact. The good level of support is most effective when the children are working individually or in small groups. It means that any problems that the children have are dealt with swiftly, and enables them to move on to the next part of their learning. Teaching assistants sometimes work with groups of children outside the class to give them extra support and build their confidence. This is proving to be most effective in raising standards and also the children's self-esteem. As a result, many children with special educational needs reach the nationally expected standard by the time they leave the school.

74. The school has two successful and enthusiastic subject leaders who have monitored the provision. They both have strong knowledge of the subject.

### **Mathematics across the curriculum**

75. The children's skills in mathematics are sometimes used in other subjects of the curriculum, but their inclusion is not always planned. When such links are made they prove useful, making learning more relevant and helping children to reinforce their skills and understanding in mathematics. For example, children collect data and make graphs to display their science findings. Apart from calculators, information and communication technology resources are rarely used to help support learning in mathematics.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- There has been a significant improvement since the last inspection, which has helped to raise standards.
- The good quality teaching of science helps children to achieve well.
- Lessons are well planned and interesting.
- There is a greater focus on scientific investigations, which is helping to maintain the children's interest.

## Commentary

76. Standards of attainment in science are close to the national average for children in Year 2, and they exceed the standards for children in Year 6, as represented by work in lessons and children's books. This represents a very good improvement since the last inspection, when standards in Year 6 were below average and there was too little investigative work. The improvement in the curriculum, in particular in the quality of investigative work, has contributed to this. The children start school with attainment close to average in the subject. The inspection team judged current levels of achievement as satisfactory in Years 1 and 2, and good in Years 3 to 6. The increased use of investigative work provides more challenge for the highest attainers. Lessons are planned to meet the needs of all children in the class, including those with special educational needs. Support is given where needed, either from teachers or from support staff. Teachers use questioning effectively to challenge the children. Those who are learning English as an additional language achieve satisfactorily in mathematics and science. The standard of their writing is not good enough because they have difficulty with spelling and comprehension.

77. Teaching and learning are good overall, with some very good lessons; this helps the children to learn well. In the better lessons, there is a good pace and teachers question their children well, challenging them to think. The quality of questioning is high, and children are given good opportunities to talk about their ideas. This helps the development of literacy. The use of graphs and tables of data also develops numeracy well. Teachers also include interesting practical and investigative activities, which motivate children well. As a result of the effective teaching, children learn well and enjoy science. In some lessons, they are fascinated by the interesting investigations. In the few less effective lessons, the children sit too long, listening to the teacher, and the recording of activities is too difficult. Skills are developed systematically across the school. For example, in Year 1 the children learn about the difference between living and non-living things. By Year 3, they are learning about the life cycle of living things. In Year 6, they learn the parts of flowers, and how they reproduce. There is an effective assessment system for the subject, which is well matched to the scheme of work and helps teachers to plan for children's needs.

78. The subject has an effective and enthusiastic leader. Resources for the subject are adequate to deliver the curriculum and new resources are purchased where needed. Monitoring of teaching, planning and the quality of the children's work have taken place, helping the subject leader to know how well the subject is being developed. There is some use of information and communications technology to support learning in the subject, but this is restricted because of limited access to the computer room.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- There has been good improvement in provision and standards since the last inspection.
- The quality of teaching and learning during the inspection was good; children achieved well.
- Children have a very good attitude to their work.
- Assessment procedures are not in place to monitor the children's progress.

There are good opportunities to develop children's computer skills in lessons but computers based in classrooms are underused.

## Commentary

79. At the time of the last inspection, standards, progress and access to computers were judged to be unsatisfactory, with the main weakness being insufficient opportunities for children to make progress. This weakness has been fully resolved by the construction of a computer suite with good quality machines and an interactive whiteboard for teachers to demonstrate work. All classes now have regular access to ICT resources and the children are making good progress.

80. The quality of teaching is consistently good or better. All teachers have received training that has improved their skills and understanding and made them more confident in their teaching. This has resulted in the children learning more effectively as new work is explained to them simply and clearly. Teachers manage their classes very well, and create a positive working atmosphere in which the children can concentrate and learn effectively. In a very good Year 6 lesson in which the children were creating their own pages for a website, the teacher set a clear target for the amount of work the children were expected to complete in the allotted time. All worked most diligently to successfully meet the target. Work is well planned at a level designed to help children of all abilities learn effectively.

81. The children thoroughly enjoy working on computers and they are very proud of their efforts. Throughout the school, they have a very good attitude to their learning and display high levels of concentration and work extremely well together. They share tasks fairly and often give each other good support when difficulties are encountered.

82. Very few assessments are made of the quality of the children's work to help with future planning and monitoring progress. The new subject leader has appropriately identified this as an area for development and is collecting samples of children's work to assess the standards reached in various aspects of the subject.

83. All classrooms have a computer that is linked to the main network. During the inspection these computers were rarely used for either supporting work in other subjects or to improve ICT skills. Lesson plans made few references to ICT and how it could be used to enhance the children's learning.

### **Information and communication technology across the curriculum**

84. Although ICT is used on occasions to support work in other subjects, there is still scope for improvement. Extending the use of ICT in other subjects is an area identified by the school for further development. At present, links are not always identified or planned to help the children to improve their learning in both ICT and the other subjects. Some useful links are made in subjects such as English, mathematics and history. The children use their word processing skills to write for a range of different purposes, and use CD ROMs and the Internet to research aspects of history such as the Romans and the Tudors. In mathematics, children use calculators and create databases on the computer, choosing the most appropriate way to display their findings.

### **HUMANITIES**

85. In humanities, work was sampled in history and geography. Two lessons were seen in geography but none in history. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that pupils make progress as they move through the school and that standards are broadly average.

86. In **geography**, the curriculum is fully covered through a topic approach. Examples of children's work show that, by the end of Year 6, they have good mapping skills and use local maps as well as world maps. They learn about the earth and know that a cross section reveals a crust, core and mantle. They have a basic knowledge through learning about different continents. They learn that relief maps clearly show mountain ranges and lowlands. Evidence in children's books shows they progress well. Work is very tidily set out and regularly marked by teachers. The geography programme of study is closely linked to history. For instance, when studying Ancient Greece the children looked at maps of the region. The curriculum is enhanced in Years 5 and 6 by residential visits to Hindhead and the Welsh Mountains.

87. In **history**, pupils cover a range of different topics, and these include the Tudors, Ancient Greeks and Romans. Pupils' work is neatly presented, and illustrations are carefully drawn. There are good links with other subjects such as listening to myths and legends associated with these topics. By the end of Year 6, children have good understanding of time lines. For instance, they can

place events in sequence. Some examples are, Sir Edward Elgar writing the Enigma Variations (1899), supermarkets first opening (1950s), and Eurostar first travelling (1994). Teachers ensure the history curriculum is broad and relevant to children's lives, which make lessons interesting. The provision is successfully enhanced with additional research using books and the Internet to research topics.

88. The subject leader is very enthusiastic and leads the subjects well.

## **Religious Education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The children are gaining a good understanding of major world faiths.
- The school has a very enthusiastic leader to manage this subject.
- There is a good range of visual resources to enhance children's learning.
- Links with the local church are strong and this enhances the programme of study on Christianity.

### **Commentary**

89. The teacher with responsibility for this subject is very committed to her role. As a result, children achieve well and standards are in line with the requirements of the locally agreed syllabus at both key stages. The subject leader has a thorough understanding of the work within the school and is proud of the developments during the last six years, since the last inspection. During this time a detailed scheme of work, based upon the locally agreed syllabus, has been developed. It identifies key learning objectives for a range of themes. Assemblies have a weekly theme, and they enhance the learning in religious education lessons.

90. The quality of teaching is sound overall, although one lesson was very good. Lessons are planned well and contain a range of activities. For instance in the best lesson in Year 1, the children re-enacted a baby's christening. Children learn a lot about Christianity as well as other faiths. Religious education is successfully linked to moral development, and it is regarded as a guide for life. Through the children's studies, they see the need for rules, codes and laws. They consider Bible stories such as the Sermon on the Mount and make comparisons with the Five Pillars of Islam. As part of the locally agreed syllabus, they learn about important world leaders such as Martin Luther King. The children have positive attitudes and behave well during lessons.

91. Work in exercise books is of a good standard. The books are well cared for by children, showing a pride in their work. Tasks set match the ability of children and, as a result, they make good progress, including brighter children and those with special educational needs. Resources are good and well organised according to themes. They are used well both within lessons and for displays to promote interest among children. There are strong links with the local church. This enhances the children's learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

92. Only a limited number of lessons were seen in each of the following subjects: art and design, design and technology, music and physical education. It is not therefore possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work and looked at pupils' work from last year.

93. In **music**, children sing enthusiastically in assemblies. By Year 6, most children can sing well, recognise different orchestral instruments and know about the structure of compositions. In the lessons seen, children seemed to enjoy them and they behaved well. A number of children from Years 5 and 6 perform in the choir. Children also have the opportunity to learn a range of instruments



at the school, including guitar, violin and woodwind. Music takes place both within and outside the school, with the choir performing at the Fairfield Halls. Visiting musicians come into the school to play to the children. The subject is well managed by a capable and enthusiastic leader who has good subject knowledge and clear vision. As a result, the skills of teachers and their ability to deliver the subject have improved. The subject has a good policy and scheme of work.

94. In **art and design**, work currently on display and in sketchbooks is of a good standard. The children have opportunities to sketch and paint from observation and to work with a range of media, including computers. There is a flourishing art club where the children were observed making pictures on computers based on ideas by Terry Frost. There is a capable and effective leader who has helped to develop the subject well. She has monitored teaching, lesson plans and children's work. Resources are good for the subject. There is a subject policy and a scheme of work in place and resources are very good.

95. In the one **design and technology** lesson seen, teaching was good and children were learning well. Examples of work around the school and in books indicate that the whole design and technology process takes place with artefacts being designed, made and evaluated. The range of materials used includes food, textiles, wood and card. At the time of the last inspection, standards in the subject were below average. The limited evidence available indicates this is no longer the case. Insufficient lessons were seen to make a judgement as to attainment, but work on display was close to national expectations. The subject leader had only been in place for a few weeks, but had already had a significant impact. She has audited resources for the subject and started to create an assessment system. There is a policy and scheme of work for the subject.

96. In **physical education** teachers' planning shows that all aspects of the subject are taught, including gymnastics, dance, games, athletics and outdoor and adventurous activities. Swimming is a strength of the provision as all children from Nursery to Year 6 have regular sessions in the school's own indoor learner pool or at the local swimming baths. This means that they quickly become confident in water and attain the national target of being able to swim 25 metres. Many exceed this standard, and the school has a deservedly high reputation for its successes in local swimming galas and the awards the children receive. It is thanks to the large number of volunteer parents that younger children are able to have weekly lessons in the school pool. The extracurricular provision is very good. There are clubs for dance, athletics and various sports, and the school takes an active part in local competitive sporting events throughout the year. During the inspection, the dance club were busy rehearsing their entertaining 'street dance' for a public performance in the local High School. The annual sports day is much enjoyed by both children and the many parents who attend. The annual residential school journeys for Year 5 and 6, gives the children the opportunity to take part in outdoor and adventurous activities as well as learning to live together harmoniously in an environment away from home.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

97. The school has an effective programme for personal, social, health and citizenship education. This includes sex and relationships education, and attention to alcohol and drug misuse. It includes circle time, where all children are given the chance to raise matters of concern in a class discussion. The teaching of this subject was good overall. Pupils were well involved and learned effectively from the programmes on offer. They enjoyed the subject and participated well in discussions. Work in this subject is also linked to work in assemblies, religious education and other subjects. These all have a positive effect in improving the attitudes of children, improving their relationships with each other and with adults. The good work in this area contributes to the very high standards in attitudes and behaviour.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	3
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*