

INSPECTION REPORT

CHRIST CHURCH C of E VA INFANT SCHOOL

Virginia Water

LEA area: Surrey

Unique reference number: 125175

Headteacher: Mrs B C E Kelsey-Thomas

Lead inspector: Mr Paul Baxter

Dates of inspection: 20-22 October 2003

Inspection number: 255802

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	108
School address:	Christchurch Road Virginia Water Surrey
Postcode:	GU25 4PX
Telephone number:	01344-842308
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Taylor
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This Church of England Voluntary Aided Infant school has 108 pupils aged between 4 and 7 years and is below average in size. The school serves a wide community within Virginia Water in Surrey, an area that presents a well above average socio-economic context. Fewer than four per cent of the pupils come from minority ethnic backgrounds and one pupil has specific support for English as a language different to their mother tongue. Less than three per cent of the pupils are eligible for free school meals and this is below average. Thirteen per cent of the pupils have special educational needs, a below average proportion, and these include moderate learning and speech and communication needs. No pupils have a Statement of Special Educational Needs and this is below average. Most children enter the school initially on a part-time basis and attainment on entry is above average, although this can vary from year to year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with particularly strong features. It continues to improve and provides good value for money. Most pupils achieve well and in response to good and often very good teaching, in an exciting learning environment, an increasing number of pupils are achieving very well in relation to their capabilities. The experienced headteacher provides very good leadership with a clear vision for the future. She empowers staff and governors in sustaining ongoing innovative improvement.

The school's main strengths and weaknesses are:

- In response to good teaching the pupils achieve well and standards in English, mathematics and science are well above average by the end of Year 2.
- The headteacher provides very good leadership and with support from staff and governors ensures good management and mostly very effective provision throughout the school that enables pupils to learn well.
- In partnership the staff of the school work very well with the parents and provide very strong care, health and welfare for the pupils. These ensure that all pupils are included fully and learn well.
- Very good provision for the pupils' spiritual, moral, social and cultural development promotes the pupils' very good attitudes and behaviour.
- A very good curriculum, enhanced by regular use of the school's beautiful and extremely well equipped grounds, extends the pupils' experience and learning immensely.
- Whilst teachers generally assess the pupils' work well their use of marking, worksheets and target setting does not develop the pupils' responsibility in their own learning to best effect.

Overall the school has made good improvement since the last inspection. Standards have risen well in all aspects of English, mathematics and science. The pupils' skills in literacy and information and communication technology (ICT) have continued to improve and these skills are now used more successfully to enrich the pupils' learning across the range of subjects. Almost all areas of provision and all the key issues of the last inspection have been improved well. In particular, improvements in the quality of teaching, the planned curriculum and in leadership and management continue to promote even higher pupils' achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
reading	C	A	B	D
writing	A	A	A	B
mathematics	C	B	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Achievement is good overall. Even though there is variation in the prior attainment of the pupils in the different year groups, the school is successful in supporting the good achievement of pupils across the full range of prior attainment, including higher attainers and pupils with special educational needs. Standards of pupils currently in Year 2 are well above average overall, and in speaking and listening, reading and writing and in mathematics and science. In response to a very high proportion of good teaching and a rich curriculum, evidence shows that standards continue to rise and achievement increases across the range of subjects as pupils use their developing literacy and ICT

skills. For example, the increasing use of ICT is helping pupils to attain higher standards in mathematics than were reached in the 2003 national tests. Standards in their reception year are above expected goals, representing good achievement, especially in communication, language and literacy and in mathematical skills. They are well above average in personal, emotional and social skills, reflecting the strong partnership between home and school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall and stem from the Christian ethos and the consistently high level of care provided by all staff. Pupils' attitudes and behaviour are very good and reflect the warmth and effectiveness of the adult support. The regular use of the wonderful school grounds enriches their learning. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall. Teaching is good and often very good in the Years 1 and 2 classes, good in the Year R class and varies between satisfactory and good in the Year R and 1 class. The very good use of teaching and teaching assistants and voluntary helpers, warm relationships and the very good use of the school grounds are consistent strengths of the teaching across the school. English, mathematics and science are taught well and often with imaginative approaches and literacy and ICT are used effectively to extend the pupils' learning in other subjects. Very occasionally lessons lack pace, allowing the pupils' attention to stray, and this limits their learning to satisfactory. Assessment is good overall, but teachers could make better use of targets, marking and worksheets to involve the pupils in self-evaluation and improving their learning.

The curriculum is very good. Pupils with special educational needs and the gifted and talented are included equally and all pupils have their learning needs met very effectively. The whole curriculum is enriched significantly by the regular use of the school's excellent outdoor facilities, by very good resources for learning, and by a very good range of carefully planned extra-curricular activities. Procedures for the care, health and welfare of pupils and the partnership with parents and the community are very good and are strengthened by the school's commitment to a Christian ethos. There are good links with partner schools and these enhance the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The experienced headteacher provides very good leadership that enthuses and includes staff and governors. Subject co-ordination and governance are good and play a valued role, with the headteacher, in monitoring and promoting the effectiveness of the school. This is a self-evaluating and self-improving school that is going from strength to strength.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: the vast majority of parents are very pleased with the work of the school and the performance of their children. The inspection team agrees that the pupils achieve well. A few parents posed questions about the information given by the school about their children's progress, but the inspection team judged it to be good.

Pupils: the overwhelming majority of pupils are very pleased with all aspects of life in school. A few have concerns about the behaviour of other pupils and the degree to which the school enables them to do things on their own. Inspectors share the positive views and find that behaviour is very good. However, inspectors feel that the pupils should have more ownership of targets for improvement.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Strengthen the ownership and knowledge of the pupils in their learning, by using targets for improvement, especially in mathematics, more effectively, by reducing the use of worksheets and by improving teachers' marking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' attainment is on course to reach a well above average standard by the end of Year 2. This represents good achievement overall since most children start school with above average skills.

Main strengths and weaknesses

- In response to mostly good and often better teaching, standards are well above average by the end of Year 2 in all strands of English, mathematics and science.
- Most pupils, including those with special educational needs, higher attainers and children in Year R, achieve well and an increasing number are progressing even more swiftly.
- The pupils' very well developed language and literacy skills enrich their learning across the range of subjects.
- A strong emphasis on practical work, particularly involving the use of the school's excellent outdoor facilities, enriches their achievement.
- Pupils' numeracy skills are promoted well in classroom displays and through the use of ICT but although satisfactory, these skills could be used more in other subjects.

Commentary

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

Standards in:	School results	National results
reading	16.5 (17.5)	15.9 (15.6)
writing	16.1 (16.7)	14.8 (14.1)
mathematics	17.2 (17.4)	16.1 (16.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year

1. The pupils' performance in National Curriculum tests and teachers' assessments shows that their achievement in relation to their capability has continued to rise. This has stemmed from strong leadership that has promoted continued improvements to the quality of teaching and learning. The development of the pupils' skills and the quality of provision in English have continued as a strength but standards and provision in mathematics and science have also improved well. Comparisons with the performance of pupils in similar schools in 2003 are appropriate, even for the Year 2 group tested, in which more pupils than is the norm in the school had specific learning needs. This shows that the school is adding good value to the pupils' skills, knowledge and understanding.
2. The standard of attainment on entry to school, of the children currently attending on a part-time basis in Year R, is above average overall. Skills in communication, language and literacy and in personal, social and emotional development are the most developed. However, given the small number of children seeking entry to the school each year, variation can occur. The children in Year R are taught initially in one class and move into the Years R and 1 class or the Year 1 and 2 classes, as they grow older. Provision for children in Year R has been improved since the last inspection with the development of secure outdoor play and independent physical learning facilities. Most children settle well into school life and achieve well, especially in acquiring a clear understanding of school expectations and how to learn as an individual and as a group. Most children exceed the goals set for young children in almost all the areas of learning. There was insufficient evidence to judge the children's creative skills or their knowledge and understanding of the world. In response to warm relationships and clear guidance the children

reach well above average skills in their personal, social and emotional development by the time they enter Year 1.

3. Most pupils progress well in Years 1 and 2 with an increasing number achieving very well as a result of often very good teaching in Year 2. Occasionally learning for Year 1 pupils in the Years R and 1 class is restricted to a satisfactory rate due to variation in the challenge of work offered to them. In general, however, the vast majority of pupils achieve well in speaking and listening, reading and writing due to consistently good and better teaching. Pupils achieve well in science as a result of regular visits to the school grounds and a good emphasis on practical work. Problem solving is a positive element in the teaching of mathematics and this is promoting good achievement here also. By the end of Year 2, as a result of good teaching and learning, all pupils, including those with special educational needs and higher attainers, have progressed well. Standards in information and communication technology (ICT) are above average and the pupils' developing skills in ICT are being used effectively to promote learning in other subjects. For example, in art and design they use painting software to create pictures in the style of Kandinsky.
4. The scope of this inspection did not include an analysis of standards in other subjects. However, evidence from teachers' plans, from pupils' completed work on display and in their books and folders, and from discussions with staff and pupils and observations of a few lessons, suggests that pupils are learning effectively across the breadth of the curriculum. These also show that the pupils also enjoy and derive considerable enrichment to their learning through the good use of the school grounds and from a very good range of extra-curricular experiences. The pupils' learning is also significantly supported by their very good literacy skills. ICT is helping to develop and use the pupils' numeracy skills but there is scope to use these skills more in other subjects such as science, for example.
5. The development of a more inclusive curriculum where the differing needs of pupils are equally and effectively met has been a significant improvement since the last inspection. It has lifted the achievement of all pupils, especially the boys, and it includes provision for gifted and talented pupils, who now receive extra tuition from the headteacher. Inspection shows that in response to the school's good and often very good provision an increasing number of pupils are building very well on their previous learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very effectively developed and are a strength of the school. Spiritual, moral, social and cultural development is very good overall. Attendance is very good and similar to the previous inspection.

Main strengths and weaknesses

- All pupils, including those in Year R, enjoy coming to school and their attitudes to learning are very good which helps them to achieve well.
- Pupils behave very well in the classroom and around the school.
- Personal relationships are very good and are strengthened by the school's Christian ethos of caring for others.
- Pupils are very confident and keen to take responsibility. This is the result of their being given many opportunities to mature and become independent.
- Pupils' spiritual and cultural development are good; moral and social development are very good and are particularly well promoted through high quality assemblies.

Commentary

6. Pupils show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This stems from good, and sometimes very good, teaching where teachers maintain a high level of interest and set

appropriately challenging tasks which ensure that all abilities have the opportunity to achieve. For example, in a Years 1 and 2 English lesson the teacher's very good use of questioning extended pupils' thinking and encouraged their self-confidence, which resulted in all achieving very well.

- Standards of behaviour are very good in the classroom and around the school, including the playground where all pupils play harmoniously together. All pupils discuss the school rules and are fully aware of the high standards expected and insisted upon by all staff. No signs of aggressive behaviour were seen and pupils confirmed that there was no unpleasantness or bullying in the school. However, a few parents considered that there had been some isolated incidents of bullying but the school had dealt these with very effectively. There have been no exclusions in the past year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Asian or Asian British – Indian
No ethnic group recorded

No of pupils on roll
93
2
4
9

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

- From the day they start school in Year R pupils are encouraged to become independent and they willingly take on a range of responsibilities appropriate to their age. Year 1 and Year 2 pupils have representatives on the school council. All classes take out play crates and pupils from the Year 1 and Year 2 classes take on a wide range of whole school duties such as ringing the bell, distributing the registers and setting out chairs for lunch in the canteen. These responsibilities make a very significant contribution to pupils' personal development.
- Relationships between pupils are very good. They play harmoniously together and work very well together in groups. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
- Parents are very diligent about ensuring that their children attend regularly and arrive punctually. The school has good procedures for ensuring regular attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

- Spiritual and cultural development are good. Moral and social development are very good, making these aspects of pupils' personal development very good overall. The school is very much part of the church family with clearly stated aims of working within a Christian setting which is happy, caring and friendly. The school successfully aims to foster spiritual awareness and growth, helping pupils to be sensitive to the beauty and wonder of the world around us. All classrooms have displays which convey the beauty of Autumn and the curriculum is carefully planned to allow ample opportunities for work in the grounds and the local environment. The

pupils were seen to watch the changes of the colours of Autumn and admire and show interest in the silver toadstools, growing in the woodland area. Collective Worship provides very good opportunities for pupils to pray and reflect. In particular, they foster a strong sense of belonging to a whole school community. The school provides good opportunities for pupils to be involved in raising money for a range of charities at both home and abroad and there are many examples where this has been successful. Pupils are made aware of festivals and events in the wider world as they occur. This is mainly achieved through Collective Worship. The pupils' awareness of other faiths is developed effectively through religious education. Their awareness of Britain's multi-cultural society is extended through their topic studies. The theme of 'Light' was explored during the inspection, for example, giving pupils knowledge of the Jewish eight-branch candelabra, the Divali Festival of Light and the Swedish St. Lucia crown of candles. These were all linked very successfully to Jesus being the Light of the World.

12. Pupils have a very good understanding of right and wrong. Staff are good role models, showing respect and concern for the individual needs of all pupils and taking their views seriously. A strong feature of the moral development is also through Collective Worship. For example, in Collective Worship pupils were asked to reflect 'How do you want people to see you?' As a health promoting school, care for the environment is included and promoted well. The grounds and playground are all in wonderful condition, litter free and very well cared for by staff and pupils.
13. Through school activities such as outings, Collective Worship, school plays and special services, there is a good range of experiences for pupils. The school helps pupils to develop personal qualities which are valued, such as thoughtfulness, honesty, respect for difference and independence. Staff give pupils responsibility and leadership in the general running of the school, such as the school council. Other provision such as the 'Buddy Bench' in the playground helps these pupils to be successfully secure. Overall, the pupils' behaviour and personal development has been improved well since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils. Teaching and learning are good, The curriculum is very good and enriched by a very wide range of extra-curricular activities. Care, support and guidance, and links with parents are all very good and all these factors have a significant impact on pupils' achievement.

Teaching and learning

Teaching and learning are good overall in Year R and in Years 1 and 2. Assessment of pupils' work is good overall.

Main strengths and weaknesses

- Teaching is interesting and motivates the pupils well, especially, for example, when using the school grounds.
- Teachers usually set appropriately challenging work for all pupils in their mixed aged classes, however, occasionally where the expectations slip, progress is steady rather than good.
- Teachers use teaching assistants and volunteers very well to meet pupils' needs.
- Assessment procedures have been improved since the last inspection and are generally used well to plan pupils' learning, though individual target-setting, marking and the use of worksheets could be more effective.
- Literacy skills are used and developed well throughout the curriculum but numeracy skills are not emphasised as consistently.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	15	3	0	0	0

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

14. The overall quality of teaching and learning in the school has improved well since the last inspection. This clearly indicates the effectiveness of leadership and management, including specialist input from subject co-ordinators, in developing the expertise of staff. Sampling of lessons showed no unsatisfactory teaching whereas in 1998 over one in ten lessons were unsatisfactory. Learning matched the quality of teaching in almost all lessons. Over time good teaching results in good achievement but in some subjects, English for example, an increasing proportion of very good lessons is helping an increasing number of pupils to achieve very well in relation to their capabilities. Pupils with special educational needs respond very well to the very good support that they receive when withdrawn for specialist help. The co-ordinator for special educational needs presents relevant tasks and uses exciting and interesting strategies to lift the pupils' self-esteem and as a consequence, most pupils achieve well. Gifted and talented pupils too benefit from provision that has been improved since the last inspection, and for example, receive appropriately challenging work in mathematics lessons led by the headteacher.
15. Teaching and learning are good for children in Year R and have improved since the last inspection. Strengths include the use of the outdoor environment, including the secure play and activity area adjacent to the classroom, and the good use of a range of adults who promote warm relationships that promote good learning. Some of these features were seen to very good effect when the children were taken on a 'Bear Hunt' in the school woodlands to stimulate their imagination.
16. The quality of teaching and learning for pupils in Year 1 is more consistently good in the Years 1 and 2 classes than in the Years R and 1 class. This is because the teachers' expectations and knowledge of the needs of individual pupils are more secure, enabling them to present a consistently accurate level of challenge. This is more difficult in the Years R and 1 class where the personal, social and emotional needs of the pupils are less well developed. As a consequence, for example, in a mathematics lesson in Years R and 1, the learning for some of the older pupils was limited to a satisfactory level because the work on shapes did not inspire them sufficiently to concentrate and achieve more.
17. Across the school the quality of teaching and learning is good in English, mathematics and science largely because teachers have well-developed subject knowledge and plan their lessons with great care and effectiveness. Through precise questioning the teachers make beneficial links with the pupils' previous learning and meaningful connections with their prior experience. As a result, the pupils gain confidence in the knowledge that they learn well. Quick-fire questioning during mental arithmetic sessions at the beginning of lessons enriches the pupils' learning in mathematics. Studies in science are brought to life by regular visits to the school grounds, such as in Years 1 and 2, when undertaking a sensory walk or in Year R, when planting daffodil bulbs. Learning support assistants make particularly effective contributions as they supervise and help groups of pupils during these activities. A key reason for the pupils' consistently good and increasingly better achievement in English is the fact that teaching and learning are often considerably strengthened by innovative and inspirational strategies that excite and interest the pupils.

Example of outstanding practice

In a Years 1 and 2 English lesson these rigorous methods were meticulously planned and implemented with warmth, humour and high expectations that resulted in very good learning.

The work began with the pupils locating mistakes in 'Mr. Muddle's letter' - a lively attention-gaining introduction where the pupils followed the teacher's enquiry-based approach to build on previous learning. Following this the teacher used 'spelling cards' showing words and phonic blends of letters. At a fast pace the teacher read the words and blends from each card in turn, modelling the correct enunciation, saying, "My turn ---. Your turn ----." "My turn ---. Your turn ----". Related words and blends were to be learned as spellings that week. These were discussed and presented further using real text so that the pupils' learning was enriched by their use of words in a meaningful context. As a consequence, the pace and challenge of the activity excited the pupils, and their confidence and skill were enhanced by their knowledge of their own success and progress. Some of these words were also displayed as 'deliberate mistakes' on the wall as 'Mr. Muddle's writing' and the pupils' excitement increased as the time approached for them to identify where Mr. Muddle had got it wrong. At each stage the pupils responded eagerly and received an appreciative reply that encouraged them to strive even more.

18. Most of the work in ICT involved pupils working with computers either as individuals or in pairs and receiving varying levels of help from teachers and learning support assistants. There was insufficient evidence to judge the quality of direct teaching. Observations did show, however, that staff have good knowledge and are planning and using ICT well to develop the pupils' skills and to enrich their learning across the curriculum. They are promoting the pupils' positive attitudes and are encouraging pupils to become independent learners. As a consequence the pupils achieve well in ICT.
19. The teachers generally use assessment effectively to plot the pupils' future learning. Their questioning in lessons, for example, is enriched by their knowledge of the skills of individual pupils in their classes. Targets for improvement are used well in Year R and in English, especially to support the pupils' developing writing skills, but they are not used as effectively in mathematics and there is scope generally to involve the pupils more in taking some responsibility for reaching these targets. This would enrich their achievement. The teachers' marking too, although generally satisfactory, is not used consistently by all teachers to point out ways of improvement to the pupils and this restricts its value as an aid to learning.
20. Teachers have increased the opportunities given to the pupils for them to learn independently since the last inspection and ICT is making a positive contribution in this area. Pupils in Years 1 and 2 use their 'Secret Books' to write their ideas or complete 'Job Sheets' as they choose what activities to undertake after they have finished their work. These opportunities help to develop the pupils' independence.

The curriculum

The breadth of both curricular opportunities and opportunities for enrichment are very good. Accommodation is good and there is a very good range of learning resources.

Main strengths and weaknesses

- The very broad range of worthwhile curricular opportunities enables pupils to achieve well overall.
- The school provides a very broad range of enrichment activities.
- Provision for pupils with special educational needs is very good.
- The beautiful environment of the school grounds is used well and enables pupils to learn in an exciting and practical way.
- The accommodation and resources are good overall and used well to support pupils' learning.

Commentary

21. A very good range of learning opportunities is provided for all pupils and has improved very well since the last inspection. Almost all parents agree that the good range of activities is interesting and enjoyable for their children. The curriculum for children in Year R is now good and has improved since the last inspection by the provision and use of two outdoor activity areas adjacent to the classrooms. Statutory requirements are met in all subjects, including religious education and personal, social and health education. The curriculum is reviewed regularly to take account of new developments and to improve the relevance and enjoyment for pupils. Particular care is taken to prepare pupils well for the next stages of their education by good contact with a range of receiving schools. Good programmes of work for all subjects help the teachers to plan their lessons well. The school is making effective use of the fact that the curriculum is fully in place and is developing good cross curricular links. In particular the outside of the school is used very well to enrich the curriculum. All opportunities are taken for pupils' learning to be enriched by the good use of the beautiful grounds and good use of the locality in a wide range of subjects. Literacy and information and communication technology are inter-linked well with other subjects and used imaginatively. All subjects are resourced well to provide a range of interesting experiences.
22. The range of clubs provided by the school is very good, particularly for an infant school. A good majority of parents agree with this. The clubs include football, computer, French, mathematics, recorder, gardening and knitting. All these are interesting and relevant to pupils of this age. In addition, there is a good range of visits to add interest and excitement to the curriculum. Visiting musicians, theatre groups and even a 'reptile morning' are examples of these. Pupils visited Wintershall to experience a dramatic outdoor representation of 'The Life of Christ' and visited the National Gallery. The school makes good links with the local community and parents. Considerable sums of money are raised to sponsor such school projects as the 'Millennium Garden'.
23. The provision for pupils with special educational needs is very good and enables them to have full access to the whole curriculum. Their progress is carefully assessed and tracked through the use of precise short-term targets, which are regularly reviewed by teachers. Teaching assistants and parents are fully involved in these reviews.
24. All classrooms are a good size and enable all subjects to be taught effectively. The very good use of displays in all classrooms creates an attractive stimulating environment conducive to learning. Bases for Year R and Years R and 1 classes have good outside activity areas and the magnificent grounds provide a rich source of learning and a wide range of experiences. The swimming pool is a valuable additional resource and ensures that most pupils have learnt to swim before they leave the school. The hall is barely adequate for physical education but lessons are carefully planned to ensure effective learning.
25. Learning resources are very good overall especially in science, music and for pupils with special educational needs. This results in all pupils achieving well and reaching high standards when they leave the school. The library is well stocked with a good range of books but its use as a thoroughfare restricts its usefulness. The accommodation and resources have been improved well since the last inspection.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety and provides pupils with very good support and guidance. Pupils are involved well in the work of the school and its development.

Main strengths and weaknesses

- The very good care given to pupils ensures that they feel secure and work in a healthy and safe environment.
- The very good support, advice and guidance given to pupils helps them to achieve well.
- Pupils are involved well in the work of the school and its development through the school council.

Commentary

26. Health and safety procedures are good. The premises are inspected termly and any issues reported to the governing body for appropriate action. First aid provision is very good, a large number of staff are trained to administer specialist treatment and the health and safety policy gives guidance on the treatment of a wide range of medical conditions. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks by the police and the fire service on personal safety. The school has achieved four 'Healthy Schools' awards which is a clear indication of the importance the school places on pupils' health and well-being.
27. Child protection procedures are very good and all staff including teaching assistants and mid-day supervisors are fully aware of them and their importance.
28. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide very good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Good assessment procedures and informative marking give pupils good support and advice on their academic achievement.
29. The special educational needs co-ordinator provides good leadership. She is well qualified and uses this knowledge well to set up secure systems and train staff. Additionally, she provides very good support for pupils when they are withdrawn for extra help.
30. Induction arrangements are good and ensure that pupils settle happily into the school. These include visits by staff to local playgroups and nurseries and issuing new entrants with 'Getting ready for school' packs prior to starting school.
31. Seeking pupils' views and involving them in the work of the school is achieved effectively through the school council, which meets monthly. The council is elected termly and this gives many pupils the opportunity to take responsibility and represent their peers. The council's proposals have resulted in many improvements to the school including marking off of a football area in the playground to improve playground harmony. Currently the council is investigating the introduction of model animals in the woodland area to make it more exciting. Overall, the care, guidance and support of the pupils has been improved well since the last inspection.

Partnership with parents, other schools and the community

The school has very good links with parents and the community and good links with other schools.

Main strengths and weaknesses

- Parents think very highly of the school.
- Parents are very well informed about the school and the curriculum and well informed about their children's progress.
- The very good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The school regularly seeks parents' views and acts on them.

- The very good links with the community help to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily on to their next stage of education.

Commentary

32. Parents are very well informed about the school through the prospectus, regular newsletters, frequent other correspondence and a wide range of leaflets available in the canteen. They are also very well informed about the curriculum through the prospectus, termly topic lists displayed outside each classroom and parents' evenings on specific curriculum subjects. Parents' consultation evenings, at which progress and targets are discussed, are held termly. Annual reports are good overall but there is inconsistency in reporting on progress in some subjects. Parents are also welcome to discuss concerns at any time.
33. The co-ordinator for pupils with special educational needs works closely and effectively with the parents of these pupils. Individual educational plans are discussed with parents, who support their children and the school fully.
34. Parents make a very significant contribution to their children's learning by providing excellent help in the classroom and on trips and visits. They also run the library, help with the gardening club and raise prodigious funds for the school through the Parent Teachers' Association. Virtually all parents support their children with their homework and attend school functions.
35. The school seeks parents' views through questionnaires, discussions at social evenings and informal discussions with parent governors. The school considers parents' views very carefully and acts upon them where possible. Virtually all parents confirm that their children like school, consider that the school expects their children to work hard and do their best, that behaviour is good and there is a good range of interesting activities. Parents are very positive about all other aspects of the school.
36. The very good links with the community include strong links with the local church, which have a significant impact on the school's Christian ethos. Other links with the community include singing at an elderly people's home at Christmas and displaying pupils' work at the local railway station, the library and at Guildford Cathedral. There are also good links with local industry through sponsorship of various resources for the woodland area.
37. The good links with the two main junior schools to which most pupils transfer ensure a happy transition to their next stage of education. Teachers from the junior schools visit Christ Church to talk to future pupils and attend review meetings for pupils with special educational needs. Pupils also attend performances at the junior schools. The school's partnership with parents, the local community and with other schools has been sustained well since the previous inspection and continues to enrich the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall and are promoting increasingly high standards. The experienced headteacher provides very good leadership. Leadership in the school as a whole is good. Management and governance are good and ensure that strengths are continued and areas for development are improved.

Main strengths and weaknesses

- The very capable headteacher promotes a clear vision for improvement and a strong sense of common purpose that are closely focused on raising pupils' achievement.
- Subject co-ordinators and governors are committed to the school's Christian ethos. They are fully involved and informed, enabling them to play a purposeful role in sustaining the effectiveness of the school.

- Well planned and implemented management strategies ensure ongoing improvements to the provision and resources for learning which in turn enable most pupils to achieve well, and an increasing number to achieve very well.

Commentary

38. The headteacher leads by example, sets the vision of ongoing improvement and empowers staff and governors, as colleagues, through sharing information and responsibility and well-planned professional development. This approach of improved teamwork has strengthened the leadership and management of the school and continues to promote improvement. The school has achieved Investors in People status. Staff, governors, parents, pupils and representatives from local schools and support agencies, all highlighted the strong input of the headteacher as the driving force behind the success of the school. Nowhere is this seen to better effect than in her work in inspiring others in the development of the school's wonderful school grounds, for which they have won several awards, and their very good use as a stimulus to the pupils' learning.
39. The school considered the key issues for improvement identified at the time of the last inspection with care. With the aid of a well-formulated 'Action Plan' good improvement has been accomplished in all areas, especially in teaching and learning, in planning the curriculum and in providing outdoor facilities for children in Year R. As a consequence, pupils' achievement has risen from satisfactory to good.
40. Teaching has been improved by very good monitoring and support, including effective procedures for performance management of all the staff in the school. Staff with specific responsibilities, for example, senior teachers for pupils with special educational needs and for children in Year R, undertake these duties with care and effectiveness and receive strong support from the headteacher and governors. The roles of subject co-ordinators have been established well and this has led to significant improvements in the taught curriculum. Good assessment systems and analysis of results, for example, in National Curriculum tests, are good features and have improved since the last inspection. These are helping teachers to promote higher standards.
41. The headteacher and governors have been most successful in gaining additional grants for school improvement, for example, contributions to develop the 'Millennium Garden' and 'Gazebo' seating. Other grants for provision for pupils with special educational needs, for example, are spent effectively. The school improvement plan is used well to plot future direction and its value is noticeably increased by the way in which the headteacher ensures that long term factors such as the fluctuating numbers of pupils seeking entry to the school are fully considered and planned for. This is seen, for example, in the way that 14 per cent of the budget was carried forward last year to increase resources in ICT and to contribute to a loan for improvements to the accommodation. It is also the rationale behind additional funds being carried forward to meet ongoing loan repayments and to ensure stability in staffing, and continuity in teaching and learning, through a period of financial uncertainty. Such prudent financial management is accompanied by very good financial control and enables the headteacher and governors to consider and sustain best value in relation to the funds made available to the school.
42. Governors meet their other statutory obligations well, especially those relating to provision for pupils with special educational needs, literacy, and numeracy and for young children in Year R. The governors offer strong support to the headteacher and staff. Through their well-informed committees, governors are productively involved in the decision-making process - an important improvement since the last inspection.
43. In recent years the school has strengthened the provision for pupils with special educational needs, which is now very good and ensures that gifted and talented pupils in mathematics also have their needs met, often in the form of additional teaching by the headteacher. All staff are

diligent in considering individual needs and including all pupils. Procedures to ensure racial harmony and equal opportunity are sustained effectively with warmth and empathy. Leadership and management have been developed well since the last inspection. This is a good school with provision impacting strongly on pupils' achievement. The school continues to improve and provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	335,995
Total expenditure	289,391
Expenditure per pupil	2,495

Balances (£)	
Balance from previous year	42,329
Balance carried forward to the next	45,337

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in their Reception Year (Year R) in the Foundation Stage is **good** and the children achieve well in all areas of learning. They are developing very positive attitudes about how to learn and how to behave in school and by the end of Year R their personal development is well above average. They are very well equipped to work within the challenge of an above average Year 1 class. At the time of the inspection, a good majority of the children were still part time. They enter school with a range of attainment, but overall this is above average for all areas of learning. They have particular strengths in confident speaking and good listening.

The provision is well led and as a result the achievement is good and standards are above average in all areas of learning. They are well above average in personal and social development and here children achieve very well. Teaching, during the last inspection, was judged to be sound. Teaching and learning are now consistently good in all areas of learning with a good range of relevant practical activities, which support children's learning well. There are particular strengths in using the outdoor environment for practical activities and an innovative creative use of the woodland area. In these activities, children are excited and interested and learn well. Main strengths of the teaching seen during the inspection include good use of a range of adults who all manage the children very well. The good ratio of adults to children ensures that the needs of the children are met well. The children's progress is also monitored well. The last inspection identified a lack of a secure outdoor play area. The school has remedied this well and there are now two, one for each of the classes that have reception children, which are used regularly and well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children achieve very well because the children are encouraged to be independent and take responsibility for their own actions at an early age.
- The children reach well above average standards by the end of the year.

Commentary

44. The teacher and other staff provide a welcoming and secure environment where school routines are quickly established and the teaching and learning are very good. All children enter the classroom quietly where they are warmly welcomed. They listen carefully to the class teacher and to each other, putting up their hands when wishing to contribute to discussions or answer questions. The teaching provides a careful balance of independence and self-chosen activities.
45. From the outset, staff teach the children rules and responsibilities. There are carefully established routines such as a child being chosen to lead the line of children. Children with special educational needs are well integrated and receive good support. They and others are helped to maintain concentration by the interesting activities offered. Independence and confidence are fostered very well. An exciting 'Bear Hunt' was well organised in the outside woodland area. After an initial introduction, all children worked happily in pairs or independently, exploring the woodland and playing creatively. At the given signal, all returned immediately to a designated area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff all ensure that early reading and writing skills are taught systematically and well.
- Opportunities to develop a love of books are well supported.

Commentary

46. Careful daily attention to the development of reading and writing skills ensures that these skills are systematically taught and practised and the teaching and learning is good. In one lesson, children were learning about the sound and letter shape of 'f' by identifying it as the initial sound of words. They sounded out the segment of words and 'wrote' the letter in the air and on each other's backs, thus reinforcing their learning. In their writing they are systematically taught to over write and under write as well as being encouraged to write independently. For example, writing invitations to the Bears to their party. There are good opportunities to 'write' in their creative play.
47. Children enjoy books each morning whilst they are waiting for the register. They have opportunities to take their books home daily and change them frequently. Additionally the good adult support enables small group weekly trips to the library to change their books. A good majority of children reach above average standards by the end of Year R. They are well on the way to reading fluently and with a good grasp of letter sounds and shapes, which enables them to decode words. Their achievement overall is good. The children's speaking and listening skills are well developed and the clearly modelled speech and high expectations of good listening by all adults support this well.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The range of well thought out practical activities ensures that early number work is well covered and children achieve well.
- Mathematics is used well in other activities.

Commentary

48. The good teaching provides children with a range of tasks which interest and involve them in practical activities. Adults take every opportunity to reinforce mathematical language. For example, 'Russian dolls' were used to order for size when the concept of tallest / shortest was introduced. Good practical warm-up sessions at the start of each lesson reinforce counting skills and one-to-one correspondence well.
49. The use of a range of other practical activities to reinforce mathematics is well established. For example, the children build towers with large cardboard boxes in the outside area, again exploring tallest and shortest. They collect a variety of different sized plastic bears on their 'Bear Hunt' in the woodland area and sort these for size, reinforcing tallest, shortest and middle sized. This is practical and exciting reinforcement of these concepts and children learn well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the work seen was good. Children use computers confidently in the classroom

where, for example, they learn to control the mouse. They were planting bulbs in their outside play area in order to observe growth. The children enjoyed these activities and learned well.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The children can use their bodies well to move in a range of ways and are starting to have an understanding of different shapes that they can make with their bodies.
- Children are making choices in one class about which apparatus to work on, but not in the other.
- Provision for outside play has greatly improved.

Commentary

51. The teaching and learning are good in this area of children's development. The children enjoy both outside physical play when they can sometimes use wheeled vehicles, as well whole class physical education lessons in the hall. During the inspection the children in one reception class were seen to make tall, wide and short shapes whilst stretching and curling. They were very well trained in carrying apparatus safely and in working quietly and responding to signals which ensured their safety. Additionally, they were responsible for making choices about where to go next by avoiding queues. In the other class this personal responsibility was not evident. The outdoor areas adjacent to each classroom are used well for a range of practical physical activities. A good range of practical activities, such as cutting, modelling and building with construction equipment, give good further support to physical development.

CREATIVE DEVELOPMENT

52. It was not possible to make an overall judgement about this wide area of learning. The work, involving the creative use of the outside environment, was very good. The 'Bear Hunt' in the woodland both excited and interested the children, enabling them to play out and enjoy the story of 'We are going on a Bear Hunt'. They used their imagination well and played creatively alongside other children very well. There are adequate creative role-play areas in the reception classrooms, but more could be done to extend and resource these more widely to match the other good quality resources found in the classrooms.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve well and standards by the end of Year 2 are well above average.
- The curriculum is planned very well and is adapted most effectively and imaginatively to meet the pupils' needs.
- The subject is led very effectively and the co-ordinator promotes high expectations.
- Teaching is good overall with a significant proportion being of very good quality.
- A strong emphasis on the teaching of phonics underpins the pupils' successful learning.

Commentary

53. Speaking and listening skills are well above average by the end of Year 2 and stem from the good and often better teaching which challenges and enthuses the pupils and promotes good learning and achievement. Speaking and listening skills are taught in a rigorous and effective manner with teachers and learning support assistants mirroring good practice and setting a good example for the pupils. Clear questioning techniques and regular opportunities for the pupils to respond within small and large groups develop the pupils' oral skills and self-confidence. These are refined and practised further by the pupils as they play and learn in the role-play areas present in all classrooms. Bases such as a hospital or a 'Rainbow Shop' also encourage the pupils' independence.
54. All teachers place a strong and consistent emphasis on developing the pupils' reading skills at every opportunity and this enables pupils to achieve well and reach well above average standards by the end of Year 2. All English lessons begin with a 'quick-fire' session where teachers teach phonic skills rigorously and innovatively. This approach is encouraged most successfully by the co-ordinator, who leads by example as a first class practitioner.
55. Pupils are supported in a well planned and systematic way with their reading, as individuals and in small and large whole class groups. Their individual needs are met very effectively using a variety of colour-coded reading schemes organised so that the pupils have a plentiful supply of books that match their differing levels of attainment. Each class has a regular number of voluntary helpers including parents and governors who, with teaching assistants, read and share books with individual pupils. Teachers use 'large books', for example, 'The Meanies' or 'The Three Billy Goats Gruff' during whole class sessions and discussions to teach reading skills such as expression, and to promote a love of books and literature. Pictures of favourite story-book characters such as 'Harry Potter' adorn the displays of the pupils' work in all classrooms and enrich the learning environment. Most pupils are well supported at home by adults and older brothers and sisters, who listen to them read and also read to them. This has a positive impact on pupils' learning.
56. The strong and consistent emphasis on teaching phonics also develops the pupils' writing skills effectively and standards are well above average by the end of Year 2. Pupils have good opportunities to write for different purposes and by the time they leave the school many are able to develop their ideas in a logical sequence and have a good understanding of the use of basic punctuation. For example, pupils in Year 2 use capital letters appropriately and write perceptive and quite mature descriptions, such as when a relative was ill. They re-write famous stories such as 'The Town Mouse and the Country Mouse' in correct sequence and with accurate spellings. Their stories have a clear structure and are written with appropriate connectives to make them interesting. Handwriting is taught with consistency and care and a cursive/joined style is developed effectively from an early age. Work is presented neatly and with obvious pride.
57. The quality of teaching and learning is good. Teachers plan their lessons well. They have a good understanding of how to teach reading and writing and have adapted the teaching guidance in the National Literacy Strategy well to meet the needs of the pupils. Pupils with special educational needs are very well supported in class and achieve well. Teachers have high expectations of behaviour and as a result pupils respond well in lessons and are eager to learn. The good resources are used well in all lessons and this impacts well on pupils' learning. The school has developed an attractive library for the pupils but few understand how the books in the library are organised. Marking is often informative and teachers regularly set small achievable targets for the pupils. However assessment procedures in English need to be reviewed and refined to support the further raising of standards.
58. The subject is led particularly well and the co-ordinator plays a strong and effective role in promoting high standards, a very good curriculum and practice throughout the school. The standard of pupils' work is assessed and monitored very effectively and this is helping to raise

standards and lift pupils' achievement even more. Provision and standards in English are a strength, have improved well since the last inspection and continue to make a substantial contribution to the pupils' very positive attitudes and enjoyment of school.

Language and literacy across the curriculum

59. The pupils' well-developed language and literacy skills are utilised and extended further across the full range of subjects most effectively and make a significant contribution to their achievement. The teachers emphasise the use of specific terms in all subjects, for example, in science pupils learn the appropriate names of body parts, accurately label parts of a plant and show good understanding of terms such as magnetism and electrical current. In geography, pupils study the 'story of a river' and consider technical terms such as estuary, tributary and meandering. Such use of words in a meaningful context aids the pupils' understanding of the meaning of words and enriches their learning in these subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 are well above average.
- Teaching and pupils' learning in Years 1 and 2 are good.
- There is too much use of workbooks and worksheets.
- There is very good support for both higher and lower attaining pupils.
- Targets are not used consistently.

Commentary

60. A suitable, broad mathematics curriculum is in place. The scrutiny of pupils' work indicates that pupils in Years 1 and 2 have a secure understanding of number calculation and place value. They have good experience of measurement. A relative weakness in problem solving, identified by the school, was being addressed well in the inspection by an activity 'finding the sum in the story'. Pupils were becoming adept at identifying these sums. Very good provision for pupils with special educational needs ensures that pupils are able to keep up with the high expectations of the school. Provision for higher attaining pupils by withdrawal for extra challenging work is also very good and makes a good contribution to the good numbers of pupils who reach the higher Level 3. Teaching and learning and standards attained have all made significant improvements since the last inspection and pupils are now achieving well.
61. Teaching and learning in mathematics are consistently good. Teachers plan lessons thoroughly. All pupils are supported well through good support from a range of adults. Generally, the needs of the higher attainers are met by extra challenge after the main work of the lesson has been completed. However, they could be given more challenge within the main group work planned. Work for different year groups within the classes is well catered for, in the planning. There are strengths in the mental warm-ups in lessons where teachers plan well for work matched to the year groups' general ability. Over-use of workbooks and worksheets, however, means that all pupils start with similar work during group work times and limits their learning. Assessment is thorough and identifies well those who need extra support or challenge, but this is mainly for work when withdrawn from the main class. The use of targets is not yet consistently established and would enable the teacher to discuss with pupils what the next step in their learning will be and therefore improve their progress.
62. The co-ordinator leads the subject well. There is consistency of practice through the school. Ideas for development are identified clearly and there has been good adaptation of the focus of the mathematics curriculum. For example, the focus on problem solving skills as this weakness was identified through scrutiny of assessment task results.

Mathematics across the curriculum

63. Mathematics is promoted well within classrooms through mathematical displays where there are number lines and squares and information to help pupils. There are good links with information and communication technology, for example, to explore two-dimensional and three-dimensional shapes. Links with other subjects are satisfactory and appropriate use is made of mathematics. For example, making graphs in science when recording data or making time lines in history.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 are well above average and this represents good achievement by the pupils.
- The curriculum is enriched significantly by a consistent emphasis on practical work and by very good use of the school's excellent outdoor facilities.
- The subject is given a strong profile throughout the school.
- Teaching and learning are good.
- Whilst worksheets are used well, there is too much reliance on their use.
- Pupils are not always given enough opportunities to learn by developing their own lines of enquiry.

Commentary

64. The school grounds have been steadily developed and improved over the past few years. Relatively recent acquisitions such as the 'Millennium/Sensory Garden' and the 'Boardwalk' through the woodland area have increased the accessibility of the grounds, making their all year use possible. As a consequence, teaching and learning in science is rooted in practical investigation with the teachers and learning support assistants emphasising the development of the pupils' observational skills most successfully. This enables pupils to widen their experience and build systematically on previous learning and skill to reach well above average standards by the time they leave the school. Investigative skills, developed through regular visits to these grounds which also include a pond and a 'hide' to watch wildlife, are carefully used and extended even more in the classrooms. For example, when studying physical processes such as electricity and magnetism and properties of materials. As a consequence, standards are well above average by the end of Year 2 in all strands of the subject. Such investigation enables pupils to progress at their own rate and results in good achievement, including for high attaining pupils and for pupils with special educational needs, and represents a good improvement since the last inspection.
65. A scrutiny of pupils' work shows that by the end of Year 2, pupils can identify transparent materials, understand the notion of a life-cycle in relation to frogs and caterpillars, for example, and identify the different parts of plants and animals accurately. They have good scientific knowledge and develop an above average understanding of practical investigation. Pupils use their literacy skills well to describe investigations but, although satisfactory, there was less evidence of pupils' using their numeracy skills to support their learning.
66. The quality of the teaching and learning observed was consistently good. Teachers have good subject knowledge and use this well to pose interesting questions which challenge the pupils to think about their work. For example, as in a lesson in Years 1 and 2 when a teaching assistant took groups of pupils on a 'sound walk' to locate the quietest part of the school. In another lesson in Years 1 and 2, younger pupils visited the 'Millennium Garden' to explore their sense of

touch and through careful questioning considered how different surfaces felt when touched. Pupils enjoy these experiences greatly and concentrate and behave really well on these occasions. The teachers plan with care and effectiveness to ensure that the pupils build well on previous knowledge and use and improve their developing skills. As, for example in the Year R and Year 1 class, where with warm adult support pupils planted daffodil bulbs as part of their work on comparing living and non-living things.

67. Worksheets are used effectively to support the pupils' writing about science, to record and assess their progress and to enable them to spend more time experiencing practical work rather than recording. However, there is too much reliance on worksheets and occasionally this restricts the pupils from developing their own strategies for recording their work. Sometimes this leads to task completion rather than real 'finding out' and limits pupils' progress. Teachers, however, ensure that most time is spent working practically and this sustains the pupils' good achievement. The teachers and teaching assistants work well together; often they are assisted by other adult helpers, ensuring that the pupils' visits to the grounds are safe and well supervised. Very occasionally the pupils' opportunities to act independently are too limited on these occasions.
68. Most of the learning in science is fun, however and there is a very beneficial emphasis on sharing and discussing the pupils' ideas. These are valued by all adults and help to promote the pupils' self-esteem. There is always something new to see when visiting the different parts of the school grounds, as when pupils in Years 1 and 2 noticed how much drier the woodland was since their last visit. These experiences enrich the pupils' understanding.
69. The subject is led effectively by the co-ordinator, who receives very strong support from the headteacher. As a consequence, the subject has a clear whole school emphasis and there is a plentiful supply of resources. These help to ensure that the pupils learn well in all classes. Recent additions to the ICT equipment available are enabling pupils to develop their science skills even more effectively and have provided more opportunities for pupils to find out information for themselves. The pupils' enjoyment of their work in science is making a very good contribution to their spiritual, moral and social development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses

- Pupils attain above average standards by the end of Year 2.
- The subject is led well by the co-ordinator.
- Resources for learning are good.
- Pupils make increasingly good use of ICT to support learning across the curriculum but there is scope for pupils to make even more use of ICT to follow their own lines of enquiry.

Commentary

70. A scrutiny of the pupils' work, discussions with pupils and observations of pupils using computers shows that most pupils achieve well as they move through the school, and standards are above average by the end of Year 2. Higher attaining pupils use programs more efficiently than others and achieve well operating at a standard commensurate with their higher ability. Pupils with special educational needs also achieve well, especially when withdrawn from class for individual support, where they utilise specially designed software to extend their literacy and numeracy skills. By the end of Year 2 most pupils are confident, show interest and co-operate well and show good skills when using software to explore the language and structure of two and three-dimensional shapes. Several pupils of this age can also change the font, size and colour of text when word processing/ writing their sentences. Some of the work is

particularly stimulating, for example, in English when it enables the pupils to use ICT to sequence events such as 'getting ready for bed'.

71. Most observations of pupils using computers consisted of pupils either working in pairs or individually with varying levels of support from either teachers or teaching assistants. Overall the quality of teaching and learning observed was good. Learning was enriched by the good number of computers available and by the frequent opportunities offered to the pupils. Warm relationships, well-chosen programs matched to the topics studied and the good knowledge and skills of the adults giving support also promoted effective learning. Observations showed that the pupils enjoyed these experiences and worked well with each other. The teaching was well planned enabling the pupils to learn at a level appropriate to their needs.
72. The subject co-ordinator has been particularly effective in promoting the confidence of colleagues and raising their skills through well-thought out training. She has reviewed and updated the curriculum so that work is planned well and enables the pupils to build on their previous skill. Resources for learning are good, especially for pupils with special educational needs where the use of a laptop computer is having a beneficial impact in promoting the pupils' self-esteem. Provision in the subject has been improved well since the last inspection and continues to have an increasing and positive impact on pupils' learning.

Information and communication technology across the curriculum

73. Provision is good and continues to improve. It is enriching the pupils' learning across the range of subjects. For example, observations of pupils working with computers included pupils using software to draw parts of the face and the structures of flowers in science. Pupils use painting software imaginatively to illustrate Esau hunting in the woods during their consideration of the different personalities of Jacob and Esau in religious education. ICT is used frequently and effectively in English and mathematics lessons, mostly enabling the pupils to review and consolidate previous learning, for example, in English to complete regular exercises in sounds and blends and other phonic work. Evidence from a scrutiny of the pupils' work included the use of ICT generated colour pictures and involved younger pupils working with an adult to create a firework picture in art and design. The school has its own website, and in discussion pupils also talked about how they used CD-ROMS to find out about their geographical and historical topics. Older pupils can choose to work with computers when they have completed other work but this mainly relates to pupils using programs rather than undertaking research which would contribute more to their independent learning skills. Additional studies undertaken in the 'Computer Club' also extend the cross-curricular use of ICT beneficially, for example, when using 'search engines' to locate and send e-mails to 'Harry Potter'.

HUMANITIES

Geography and History

74. The focus of this inspection did not include these subjects being reported on individually or in depth. Discussions with subject co-ordinators and with the pupils showed that both are taught as discrete subjects and are approached through cross-curricular themes. Together they help to form a broad range of curricular and often practical experiences that widen the pupils' skills and understanding. In addition the pupils' learning is extended well by the application of their developing ICT and literacy skills and by the frequent use of the school's excellent grounds and good links with the local community.
75. No lessons were seen in geography but one history lesson in Years 1 and 2 was observed. The quality of the teaching in this lesson was good. Standards were above average because the teacher made useful and interesting links with the pupils' own family experiences. The pupils were particularly interested in the teacher's own family photographs and recollections and these helped to develop the pupils' understanding of the passage of time effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. The scope of the inspection did not include these subjects being reported on individually, although work was sampled in music and physical education. Art and design and design and technology were not inspected in detail. However, examination of some previous work, planning documentation and discussions with staff indicate the requirements of the National Curriculum are being met. In the one art and design lesson seen, a good range of resources was on offer and the work was well linked to other curriculum areas, stemming from a walk in the woodlands of Virginia Water.
77. Two lessons were seen in music, both in classes of Year 1 and Year 2 pupils. A discussion was also held with the co-ordinator and documentation was studied. One lesson was judged to be good and one was very good. In the very good lesson, there was a very good structure to the lesson, enabling new learning and practical musical activities to be combined very successfully together. The good musical knowledge of the teacher and her obvious enthusiasm for the subject enhanced the provision and the pupils learned very well. Opportunities for both whole class and small group composition and performance added to the pupils' enthusiasm and enjoyment. Standards were above average in this class. In the good lesson, pupils had been using their bodies to make rhythm patterns and there was good involvement of the pupils in practical activities. Good involvement of pupils was also evident in decision making about which instruments should be used to represent different characters. For example, a quiet character was represented by a light chime on the triangle. Good links were made with other subjects in both lessons. For example, the story of Jacob and Esau was used in one lesson. The curriculum is also enhanced by visiting musicians and a recorder club.
78. In physical education, one lesson in gymnastics and one in dance were observed. A discussion was also held with the co-ordinator. One lesson was judged to be satisfactory and one lesson was judged good. In the good lesson, the teacher added considerably to the dance tape being used with confident demonstrations of good qualities of movement. Her own love and enjoyment of the music was transferred to the pupils and they responded well and learned well. In both lessons, attainment was judged to be satisfactory. Year 2 pupils moved with appropriate control and co-ordination and responded appropriately to music in their dance lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. There was not enough evidence to report on this area individually. Observation across the breadth of the curriculum and assemblies indicate that all strands form an integral part of the teaching and learning seen within individual subjects. Themes considered in Collective Worship seen during the inspection made very good contributions to this curriculum area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).