

INSPECTION REPORT

CROSS FARM INFANT SCHOOL

Frimley Green Camberley

LEA area: Surrey

Unique reference number: 125085

Headteacher: Mrs T R A Narracott

Lead inspector: Dr Tom Simpson

Dates of inspection: 1st to 3rd December 2003

Inspection number: 255926

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
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	145
School address:	Gresham Way Frimley Green Camberley Surrey
Postcode:	GU16 6LZ
Telephone number:	01252 835847
Fax number:	01252 835847
Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Merritt
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

Cross Farm is a small infant school serving part of Camberley. The socio-economic background of the pupils and their attainment on entry to school is mixed but overall is above average. There are very few pupils from ethnic minority groups or for whom English is an additional language. The percentage of pupils with special educational needs is below the national average, but the percentage with a Statement of Special Educational Need is average. The needs of the pupils concerned are varied. There are similar numbers of boys and girls on roll. The number of pupils who leave the school before the normal time is above average. This is mainly because of moving house in relation to their parents' work. The school has recently received an Achievement Award from the Department for Education and Skills, another Charter Mark for excellence in the provision of public services and has gained Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Tom Simpson	Lead inspector	English, science, information and communication technology, art and design, music, physical education, special educational needs.
1311	Barry Wood	Lay inspector	
14997	Val Emery	Team inspector	Mathematics, religious education, design and technology, history, geography, the Foundation Stage.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school where pupils achieve very well as a result of very good teaching. It is very well led and managed and provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are well above average.
- Provision for pupils' personal development is very good.
- Teaching is very good overall and there are particular strengths in the teaching of English and mathematics.
- The headteacher provides very good leadership.
- The pupils are very well cared for.
- The parents' regard for the school is excellent.
- Standards in information and communication technology are not high enough.
- Pupils do not have enough opportunities to design their own scientific investigations.

The school's improvement since the last inspection has been good and all the key issues then identified have been addressed well. Overall standards are now higher. There has been a good improvement in pupils' attitudes and a significant improvement in the quality of teaching. There are now more support staff and the accommodation is much better. There has been a major improvement in the partnership between the school and the parents. In most other areas the high standards identified in the previous report have been maintained. However, standards in information and communication technology have not improved enough.

STANDARDS ACHIEVED

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

*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*

Overall achievement at the school is very good. It is good at the Foundation Stage and very good in Years 1 and 2. Current standards in reading, writing and mathematics are well above average. The asterisk in the table above means that the school's results were in the top five percent nationally. Standards in science overall are also well above average, but standards in investigative science are not as high as those in the more knowledge based aspects of the subject. Children in the Foundation Stage will reach the goals they are expected to reach by the time they leave the reception class and many will exceed these – particularly in their personal, social and emotional development. Pupils with special educational needs make very good progress in relation to their prior attainment. Although average, standards in information and communication technology are not as high as they should be. Standards in religious education exceed the expectations of the locally agreed syllabus. There is no significant difference between the achievement of boys and girls.

Pupils' personal qualities are very good. They relate very well to one another and to the adults in the school. **Provision for spiritual, moral, social and cultural development is very good.** Pupils behave very well in lessons and around the school. They have very positive attitudes towards their

work and want to do well. They enjoy coming to school. Attendance is above the national average and the pupils are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is very good overall. Teaching is very good.

Teaching in English and mathematics are particular strengths. Other strengths within teaching include high expectations of achievement and behaviour, the very effective deployment of support staff and the way that pupils are encouraged and engaged. Teaching in the reception classes is interesting and practical. Equal opportunities are promoted very well throughout the school. However, not enough use is made of learning objectives at the beginning and end of lessons to give the pupils a target to aim for or to help them assess what they have achieved. The provision of homework is good. Teachers' subject knowledge is good overall – but some teachers are not fully confident in their teaching of information and communication technology. Strategies for assessment are good. The teaching impacts very well on pupils' acquisition of new knowledge and skills. Most respond very well and apply themselves very well to their work. Some tasks in investigative science are not matched closely enough to the needs of different pupils in a class and this is having an adverse impact on the standards being reached.

A good quality curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils are very well cared for. Partnership with parents is very good and parents have an excellent level of regard for the school. Partnerships with the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management at the school are very good. This is having a very positive impact on the achievement of the pupils and on the quality of their learning. The governing body both challenges and supports the school and acts very well as a critical friend. The headteacher provides very good leadership. She has a very high level of enthusiasm and vision for the forward development of the school. She is very committed to the maintenance of high standards and – along with other senior managers – provides a very good role model. Other staff also share her aspirations. The school undertakes systematic self evaluation and puts the results to good use in improving and maintaining standards. Systems for financial management are very good and there is good regard for the principles of best value. The school uses its available resources very well. The school's leadership is highly committed to inclusion, equality of opportunity and concern for the needs of individuals.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an excellent level of regard for the school. They particularly like the way that the staff expect their children to work hard and do of their best. They also appreciate the way that staff explain how they can help their children at home and feel comfortable about approaching the school with questions or problems. Their children are also positive about the school. They particularly like the enriched activities that are provided for them.

IMPROVEMENTS NEEDED

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

- Further raise standards in information and communication technology.
- Give pupils more opportunities to design their scientific investigations.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are above average by the end of the reception year and well above average by the end of Year 2. Achievement is good in the Foundation Stage and very good in Years 1 and 2. Standards in English and mathematics are well above average.

Main strengths and weaknesses

- Standards in all aspects of English and in mathematics are well above the national average.
- Pupils with special educational needs achieve very well.
- Although still above average, standards in investigative science are not as high as those in the more knowledge based elements of the subject.
- Although improving, standards in information and communication technology are still not high enough.

Commentary

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

Standards in:	School results	National results
Reading	18.1 (18.1)	15.7 (15.8)
Writing	17.0 (16.7)	14.6 (14.4)
Mathematics	18.0 (19.6)	16.3 (16.5)

There were 49 pupils in the year group. Figures in brackets are for the previous year

1. Results in the most recent National Curriculum tests for pupils at the end of Year 2 were well above the national average in reading, writing and mathematics. In the teacher assessments of science, results were well above average in terms of those pupils who gained the expected Level 2 and above average in terms of those who gained the higher Level 3. Results in reading, writing and mathematics have been consistently well above average for the past four years. The school's trend in improvement is in line with the national trend. This is because its results being consistently so high, it is difficult for it to improve further. There were some relative weaknesses in the 2003 mathematics test results and here, standards were only above average in comparison with similar schools. Following detailed analyses of the results, these weaknesses have now been resolved.
2. Current standards in English and mathematics continue to be well above average by the end of Year 2. Pupils' skills in English contribute well to their learning in other subjects. Pupils enter the reception classes with attainment that is generally above average. Their achievement is good in the Foundation Stage and very good in Years 1 and 2. There is a number of reasons for this good and very good achievement. The pupils, themselves, have very positive attitudes towards the school and their work. The school is very well led and managed. Assessment procedures are used well to inform planning. The main reason, however, relates to the quality of teaching – which is very good overall. There are particular strengths in the teaching of English and mathematics. Teachers have high expectations, use very effective methods and engage their pupils very well. Children in the Foundation Stage will reach the early learning goals in all the areas of learning by the time they reach Year 1 and many will exceed these – particularly in personal, social and emotional development. Pupils with special educational needs are very well supported by teachers and support staff and make very good progress as a result.

3. Examples of standards being reached in English include a Year 2 lesson in which pupils explored the story of 'The Snow Lambs' prior to using this as a model for their own writing. They interpreted the story well and could provide illustrations from the text to support their opinions. The teacher read the story very effectively. Her questions were searching and her methods varied. As a result, the pupils were very interested in the work, concentrated on their tasks and made good gains in their learning. Numeracy is a particular strength of the mathematics at the school. Year 2 pupils, for example, are confident in using numbers up to 100, while higher attaining pupils work with numbers up to 1000. The pupils have a very good understanding of scientific facts. However, their investigative skills are less well developed – mainly because they do not have enough opportunities to design their own investigations. Standards in information and communication technology are average and are improving under the influence of a recently appointed subject co-ordinator and with the very recent opening of a computer suite. However, they are not high enough. Standards in religious education exceed the expectations of the locally agreed syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is also very good. Their attendance and punctuality are both good.

Main strengths and weaknesses

- Pupils have very good attitudes to their learning which impact well on the standards they are reaching.
- Personal, social and emotional development in the reception classes are very good.
- Behaviour is very good both in lessons and around the school.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- There are good systems in place for following up absence.

Commentary.

4. Pupils are enthusiastic about and enjoy their learning. Nearly all, including those with special educational needs, want to learn and succeed. When pupils were learning about Christmas as an important Christian Festival and were making a Christmas cake, they showed interest and enthusiasm for the task. Pupils co-operate well and understand the need for team work, working together constructively and sharing resources. Many examples of this were seen - such as in a mathematics lesson, when small groups of pupils were trying to find efficient ways of counting large numbers.
5. Because of the very good provision for personal, social and emotional development in the reception classes, pupils in Years 1 and 2 know how to behave and what is expected of them before they enter these classes. Behaviour is very good at all times. In assemblies there is always an air of quiet respect when pupils enter the hall and they answer questions in turn politely when asked to do so. Behaviour at lunchtime and playtimes is also very good and these are happy and sociable times for pupils. Good relationships at all levels help the school to run smoothly on a day to day basis. Pupils with special educational needs are well included in all activities.
6. The attendance rate over the last three years has been consistently above the national average. Parents are keen for their children to attend and are also good about informing the school when their children are absent, which means that generally little time is spent following up absences. Where there are absences or non-notification by parents, there are good systems in place to follow them up. Pupils and parents say that pupils enjoy coming to school.
7. Pupils respond well to the school's provision and parents agree that this leads to greater maturity as their children move through the school. They become familiar with the school's

expectations, ethos and philosophy. There is a willingness to help others, an example being the impressive number of charities which pupils support through various fund raising events.

8. Spirituality is promoted very well through assemblies and religious education. Assemblies are particularly good, giving pupils time to reflect on important messages such as ‘think about the sort of people we are’ when talking about the special messages Jesus gave us. Pupils have a very good understanding of right and wrong. Staff are very good role models of courtesy and respect for each other and take the pupils’ views seriously. A strong feature of the school’s moral development is also through assemblies. For example, when hearing a story about ‘Oscar who did not have enough straw’, pupils were constantly reminded of what it means to be a true friend. Pupils are offered good opportunities to develop personally through, for instance, being involved and consulted over the development of the school grounds. They have a good range of opportunities where they take responsibility by carrying out class or school tasks, for which daily and weekly monitors are nominated.
9. Provision for pupils’ cultural development is also very good. Two major non-Christian faiths are taught (Judaism in Year 1 and Islam in Year 2), but the school also celebrates other festivals such as the Chinese New Year. The school makes the best use it can of the local community. Examples include the showing of Indian saris and Muslim visitors who come in to talk to the pupils. A rich variety of visits and visitors also supports the pupils’ cultural development very well. Performances by a variety of musicians and visits by potters and paper makers add further enrichment. Involvement in the local community events, such as Surrey Heath in Bloom and the local carnival add an extra local dimension.

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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. There is a good and enriched curriculum and teaching is very good overall. The pupils are very well supported by staff and through very good links with parents, as well as very good links with the community.

Teaching and learning

Teaching and learning are very good. Assessment is good.

Main strength and weaknesses

- Teaching in English and mathematics is very good.
- Lessons are clearly planned and support staff are closely involved.
- Learning objectives are not clear enough in the planning and are not often made clear enough to pupils during the lesson.
- Strategies for assessment are good.
- Teacher knowledge in information and communication technology needs improving.

Commentary

10. The quality of teaching has shown very good improvement since the last inspection. There was no unsatisfactory teaching and eighty per cent of the teaching was good or better, which is a

much higher percentage than the last inspection. The school's commitment to high achievement is reflected in the very good teaching and learning, especially in English and mathematics. This contributes to the consistently high standards being attained.

11. The teaching in the reception classes is interesting and practical and this is built on well through the school. There are particularly good links with information and communication technology across the curriculum. The regular use of interactive whiteboards, for example, adds interest and excitement to lessons. A religious education lesson was a good example of this. The teacher used a presentation made by her previous class to teach pupils about the meaning of the Jewish festival of Hanukkah. Because of the visually dramatic quality of the lesson, the pupils learned very well. Pupils with special educational needs are very well supported by teachers and support staff – mainly in their classrooms, but occasionally in shared teaching areas - and make very good progress in relation to the targets in their individual education plans. Work set is very well matched to their individual needs.
12. Teachers generally have good subject knowledge and lessons are planned clearly. However, there is a weakness in teachers' knowledge of information and communication technology, which is impacting on standards. What is not so clear in the teachers' planning are the learning objectives for the lesson. These are often not clearly shared with pupils and not revisited at the end of the lesson. This detracts from the pupils' capacity to assess how well they are getting on. A majority of the teaching is characterised by very good use of support staff, very high expectations of achievement and behaviour, and very good use of resources. Pupils respond very well to the very good teaching and are highly motivated to learn. Practical tasks, such as those seen in mathematics, help pupils to understand and learn well. For example, a variety of practical counting resources were used to find the most efficient way to count large numbers. Pupils have regular homework to support their learning. This involves such activities as reading, reinforcement of present work and research for history and geography topics. Equal opportunities are promoted very well overall, but work in investigative science is not always closely enough matched to the needs of different pupils. This has a negative impact on standards.
13. The pupils' work is regularly assessed and there are examples of good marking which helps pupils to know how to improve, particularly in English and mathematics. Assessments at the end of the reception year are used effectively to set challenging long term targets for pupils at the end of Year 2 in English and mathematics. Shorter term targets are then set and reviewed to track that pupils are on line to reach these targets. The expectations of the school are high and extra support and resources are arranged when necessary to help meet the targets. Statutory assessments in Year 2 are thoroughly scrutinised by both the senior management team and the subject co-ordinators to review any relative weakness. The curriculum is then adapted to meet any perceived shortcomings. An example of this is a relative weakness in problem solving in mathematics which the school identified. Parents have a high regard for the quality of the teaching at the school and the pupils like their teachers.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	12	5	0	0	0

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

The curriculum

Overall there is a good curriculum throughout the school. There are very good opportunities for enrichment, for example through music and sport, some extra-curricular activities and a very good range of visits and visitors. Accommodation and resources are good.

Main strengths and weaknesses

- The broad range of worthwhile curricular and enrichment opportunities enables pupils to achieve very well overall.
- The provision for pupils with special educational needs is very good.
- Accommodation and resources are good.

Commentary

14. The current good extra curricular opportunities and a rich programme of visits and visitors means that the good curriculum identified in the last inspection has been maintained and the extra curricular provision has improved. Parents agree that there is a good range of activities which their children find interesting and enjoyable. Planning is essentially based on national guidance, is clear and ensures that all curriculum areas receive the right emphasis. There are particular strengths in the planning for high achievement in English and mathematics which make a strong contribution to the very high standards reached. Good use is made of information and communication technology to plan interesting and exciting lessons. Web sites are also used well to plan work. A weakness in design and technology is the lack of clear skills development. Teachers often focus on how to make objects, rather than teach the relevant skill and then allow the pupils to use this creatively to design and make their own objects. The practical bias to activities that is a strength in the reception classes is taken note of and built upon well in Years 1 and 2. All activities are well thought out to include all areas of learning. Provision for pupils with special educational needs is very good. They are well supported in lessons by teachers and by skilled support staff. Individual education plans contain precise targets and all other relevant planning fully reflects their needs.
15. The number of support staff has improved since the last inspection and is now satisfactory. These are making a significant contribution to pupils' achievement throughout the school. The accommodation and resources are good. This allows the space for a practical curriculum to be taught, which is enriched by good resources that are very well organised. A particularly good improvement has been made for children in the reception classes who now have purpose built, spacious accommodation. Throughout the school, the accommodation is greatly enhanced by good quality, stimulating displays. The outside environment is at present under used, which the school has identified. Pupils have been consulted and the school plans to remedy this.

Care, guidance and support

The school is highly effective in ensuring pupils' care, welfare and health and safety. It provides them with very good support and guidance and involves them well in its work and development.

Main strengths and weaknesses

- The school's very good health and safety procedures and the keen awareness of staff and governors allow pupils to feel safe in school.
- The school maintains very good child protection procedures and is very aware of the potential risks to pupils.
- The headteacher and staff have a very good knowledge of their pupils, which enables them to deliver sensitive and tailored individual pastoral care and guidance.
- Very good induction procedures help pupils to settle well in the school.
- Pupils with special educational needs are very well supported.

Commentary

16. The care, welfare and support of pupils have improved since the last inspection and are very good features of the school. The headteacher and governors have developed very effective policies and procedures, and their rigour of implementation by diligent and caring staff is fundamental to the delivery of the school's vision for each child. The school receives very good support from outside professional agencies to help pupils with problems. Parents recognise that the school gives a very high priority to the welfare of their children and admire the headteacher's pastoral care and attention to detail. Child protection procedures are very thorough and conform to local statutory guidelines.
17. Staff training is refreshed so that the school is very aware of potential risks to children. The health and safety governor and the caretaker undertake regular reviews of the school premises and keep detailed records of required actions. The school undertakes risk assessments for many activities. Teachers have a good focus on health and safety in the classroom and the school is safe for all pupils and adults, as evidenced by the low accident rate. All staff are trained in first aid procedures and administrative staff are very careful when giving medicines to pupils.
18. The headteacher and staff give a high priority to the pastoral care of all pupils and are very proactive in dispensing tender loving care when necessary. All pupils are confident in their relationship with the many adults in the school and feel that their teachers are friends, and that they can trust them and other adults to listen with a sympathetic ear to their problems and anxieties. Experienced staff's very good knowledge of all pupils allows them to apply procedures for good behaviour with a sensitive touch, which brings very good results. Less experienced staff are well supported by their colleagues, who can easily keep a mentoring brief in the open plan classrooms, or by the headteacher.
19. The tracking of pupil's personal development is formalised and supported by very good monitoring of key areas such as behaviour, attendance and participation in lessons. Good records are passed between teachers and there is good feedback and discussion of issues between teachers and the headteacher at internal staff meetings. The induction of pupils new to the school is very good. A small number of pupils join the school later in the year and the headteacher is very caring with both pupils and parents so as to integrate them into school life quickly and sensitively. Parents soon understand that the school has very high expectations for their children, but it also requires them to fulfil their part of the partnership through ensuring good attendance and home support. Pupils with special educational needs are well cared for and all staff have a good understanding of their individual needs. Pupils are aware of their individual academic targets and feel that these can influence their performance. However, personal development targets are less evident. The school treats pupils with respect and they realise that their teachers are approachable and want to discuss issues which affect them. Older pupils mirror the high quality care they receive from adults and play a significant role in taking responsibility for younger pupils and ensuring that lonely pupils link up with friends. Parents appreciate that their children are very well supported at school.

Partnership with parents, other schools and the community

The parents have an excellent level of regard for the school and give it an outstanding level of support. The links with the local community and other schools are very good.

Main strengths and weaknesses

- The very good partnership with parents greatly helps the education of all pupils.
- The headteacher and staff work hard to gain the support of parents.
- Parents' confidence in the school has grown significantly since the last inspection helped by good quality information and the headteacher's and staff's commitment.
- The school maintains very good relationships with playgroups, nurseries and the junior school which assists the transfer of pupils.
- All pupils benefit greatly from the very good links with the local community.

Commentary

20. The headteacher has a clear vision of the school's relationships with parents. She wants her staff to talk to parents, and parents to be fully engaged in the life of the school. She leads by example. She is careful to spend time with new parents in helping them to experience the school's ethos and assuring them that the school will be right for their children. This prioritising of parental relationships has now led to a large positive move in parental satisfaction levels and a reduction in parental dissatisfaction from the levels reported in the last inspection. Parents voice an excellent level of satisfaction and show total confidence in all aspects of the school and particularly the headteacher's personal integrity in dealing with any problems or issues.
21. Overall, the quality and quantity of information for parents are good. The statutory documents - the prospectus and the governors' annual report to parents - are very good. They are written in clear language and show the essential ethos and character of the school. Annual reports to parents are satisfactory statements of what children can do in all National Curriculum subjects and parents recognise their children and their achievements. However, they do not contain explicit statements of academic targets, either past or future. Parents give written feedback, and are also given good opportunities to discuss concerns with the teacher at the termly parent-teacher evenings or through informal conversations at either end of the school day. Appropriate arrangements are in place for involving parents of pupils with special educational needs and outside agencies are accessed well when necessary.
22. The school respects and values the roles and opinions of parents, as shown by the effectiveness of its communications. The school keeps in contact with parents through regular newsletters and letters to parents are respectful, interesting and give parents time to react. Governors ask parents to complete a questionnaire annually and are genuinely concerned to hear parent's views on improvements. All parents are happy with homework arrangements and the school effectively supports them to help their children with weekly focus sheets offering information and advice. Many parent volunteers enthusiastically assist in the classroom and contribute greatly to pupils' progress and feeling of security within the school. All parents are members of the Friends of Cross Farm, which raises substantial funds for school resources.
23. Links with the local community are thriving and pupils enjoy a rich range of activities, which assist their teaching and learning. The school wants to be an essential part of the village community. It takes part in the local Frimley Green Carnival and its original entry of 'Viking Invaders' won first prize. The school was chosen to launch the Surrey Heath in Bloom competition. Relationships with the local Methodist Church are very good and contribute greatly to the developing spiritual awareness of pupils. The school uses the community as an important resource for the practical teaching of history and geography. The school has very good links with other schools. It shares good practice with similar infant schools in the community, to their mutual advantage. It has built very effective relationships with local pre-schools and nurseries so that there is good continuity for children within the Foundation Stage. The links with the local junior school are very good and parents and pupils, although saddened by their need to transfer at age seven, enjoy an anxiety free transition from the infant to the junior school.

LEADERSHIP AND MANAGEMENT

The school is very well governed and the headteacher provides very good leadership. The management of the school is very good. The high standards of leadership and management noted at the time of the last inspection have been maintained.

Main strengths and weaknesses

- The headteacher provides a very strong sense of direction and purpose.
- The governing body is very supportive and has a very active role in shaping the vision of the school.
- Senior managers provide very good role models for both staff and pupils.
- The school has comprehensive and regular self evaluation procedures which it puts to good use.
- The school's leadership is very committed to inclusion and concern for the needs of the individual.
- Financial planning and control are very good.
- Some subject managers are new to their posts and have not yet had time to establish their roles.

Commentary

24. The governing body both challenges and supports the school very well. It acts successfully as a critical friend. Individual governors bring a good range of skills to the role, including among their number, for example, people with professional backgrounds in medicine, science, business and accountancy. All are linked to a subject or aspect of the school and several – including the chair – help in school on a regular basis. One governor, for example, utilises her own talent to support the school's provision for music. There is an active committee structure which helps the governing body as a whole to operate efficiently. Members of the teaching staff regularly report to a curriculum working party on progress in their areas of responsibility. The governors are fully involved in developmental planning and successfully ensure that all statutory requirements are fully met.
25. The headteacher continues to have a very high level of enthusiasm and vision for the forward development of the school. She is highly committed to the maintenance of high standards and - along with other senior managers - provides a very good role model. Under her leadership, standards and the quality of teaching have risen. She has ensured that other staff also share her aspirations and drive for improvement. The school development plan is a useful working tool for shaping the future of the school. It is a good reflection of the school's current needs. The provision for pupils with special educational needs is very well managed by the deputy head and as a result these pupils achieve very well in relation to their prior attainment. All pupils - including those with special educational needs - are very well included in all the school's activities. The only exception relates to some higher attaining pupils not being challenged enough by some aspects of investigative science.
26. The school's management systems are very well structured to facilitate learning. The senior management team is knowledgeable and supports the school's educational direction very well. At the time of the inspection, however, it was not fully representative of the stages of education in the school. The school undertakes systematic self evaluation and puts the results to good use in improving and maintaining standards. Data – including National Curriculum assessment results - is carefully analysed and any identified weaknesses systematically rectified. Performance management is fully in place and - along with other formal and informal monitoring strategies – is having a positive impact on the quality of teaching. Being a small school, co-ordinators each have a significant number of responsibilities. All are very committed to the forward development of their subjects and carry out monitoring of planning, standards and some teaching. However, some are new to their responsibilities and have not yet fully established their roles. Newly qualified teachers undertake an effective induction programme

and are well supported. Support staff are deployed effectively and make a substantial contribution to school life and to the standards being reached. Routine administration is very efficient.

27. Financial planning and control is very effective and involves all relevant parties – including the governors – where appropriate. The budget reflects the school's needs very well. An unusually high carry forward of funds related to bills for building improvements not being received before the end of the financial year. There is good regard for the principles of best value and this contributes well to the cost effectiveness of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	493427
Total expenditure	365078
Expenditure per pupil	2632

Balances (£)	
Balance from previous year	103848
Balance carried forward to the next	128349

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is **good** and achievement is good in all areas of learning except personal, social and emotional development, where it is very good and is a strength of the school. Children are developing positive attitudes about how to learn and how to behave, and by the end of the reception year they are very well equipped to work within the National Curriculum in Year 1. The provision in the reception classes has improved since the time of the last inspection.

Leadership of the Foundation Stage is good. Good knowledge and a clear sense of purpose, ensure that all children have equal opportunities to learn in a well managed, attractive environment with relevant and exciting tasks. The level of classroom assistance has improved and additionally there is now a new purpose built, well equipped block, which includes very good facilities and two classrooms for the children. This gives them a spacious and attractive environment in which to learn. Teaching remains at its previous good level with some being very good. The children enter the reception classes in the year in which they become five. They attend on a part-time basis until the end of the term before they are five. Almost all children have had pre-school experience and attainment on entry varies, but is above average overall.

Teaching and learning are consistently good in all areas of learning, with a good range of practical and relevant activities which support learning well. Children learn and achieve very well in their personal, social and emotional development, because this is taught very well. It is because of this that children are able to cope with a wide range of both directed and self chosen activities in all areas of learning. Lessons are well planned and carefully resourced to provide a range of meaningful practical activities. Teachers deploy their teaching assistants and parent helpers very well. As a result, the needs of all children are met well. The children's progress is also monitored regularly and a good range of information is collected about all children. The use of this information to plan tasks to meet the needs of individual children is good, particularly in mathematical development and communication, language and literacy, contributing well to the above average standards reached.

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 of the very good teaching and high expectations of all staff.
- Good supportive relationships are established, so the children are confident and happy and able to work independently.

Commentary

28. Teachers, other staff and helpers provide a happy and secure environment where expectations are high and classroom routines are quickly and securely established. Even at this early stage in the year, when a majority of the children are still part-time, children conform, know what is expected of them and have learned the correct way to behave. All adults provide excellent role models. Children show a good level of interest in what they are doing and work well co-operatively even when they are not directly supervised. From the outset, staff teach the children rules and responsibilities and there are carefully established routines such as 'Special Helpers', in which the children participate. Their names are displayed prominently and they have special responsibilities for the day. Children have regular opportunities to choose their own activities which they do confidently. A good feature of the teaching seen was the opportunity for a child to

express and explore her fears, when she had been involved in a minor car accident on the way to school. Children reach well above average standards by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading and writing skills are taught systematically and well.
- Non-teaching staff and adult helpers contribute well to children's learning by providing good support.

Commentary

29. Early indications are that the majority of children achieve well and reach standards that are above the expectations in this area of learning. Sound recognition and letter sounds are taught regularly and consistently in both classes. Children are learning to recognise initial sounds of words and some children can recognise final sounds and letter strings. Children are confident in their attempts at writing, some using word banks to help them and some writing by sounding out words with adult support. Expectations are high and children meet these well. Many opportunities are planned to use the children's writing skills in other areas of learning. For example, there are good quality writing resources in the 'Post Office' creative play area and in such activities as writing letters to Father Christmas. Children are confident speakers and are being taught to listen attentively to each other. All adults take every opportunity to develop clear speech and to extend vocabulary through careful questions and modelling of clear and correct speech.
30. Expectations of reading are also high and there are regular book sharing opportunities. Books go home regularly and parents give good support to hearing reading at home. Parents and other adult helpers in the classroom give very good support to the children's learning and ensure that all children have equal provision. For example, two groups of children needed adult support with writing 'My Special Wish'. The good adult support ensured that children were able to use word banks and write independently or write by sounding out according to their abilities.

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.
- Numbers are used well in other activities to reinforce learning.

Commentary

31. The teaching and learning are good and most children reach standards which are beyond the goals for this area of learning. The children are provided with interesting practical tasks which help them to learn. For example, children put counters on a Christmas tree to represent a given number of Christmas decorations. Concepts of heavier and higher are taught well through practical activities. Christmas parcels of different weights were used with a balance for children to predict which was heavier or lighter and test out their prediction. Good use is made of the outside play area and parent helpers supervise such activities as taking a long stride and then measuring this in foot steps. This excited and interested the children and gave them physical activities to reinforce their learning of numbers. Another interesting task is when the teacher

slowly writes a number on the white board and the children enjoy guessing which number it is as the teacher models writing it correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

32. It was not possible to make an overall judgement about this wide area of learning, but the work seen was very good. Work planned was exciting, interesting and challenged the children well. For example, the children had learned a new song 'one, two, three, four, five, once I caught a fish alive', subsequently, they were asked to use their observational skills by looking at a rainbow trout the teacher had brought in. They learned well about the purpose of gills and the fins and recorded their observations with good levels of skills in picture form. Most children made good attempts at labelling different parts of the fish.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children are provided with a good range of practical activities.

Commentary

33. The children have good access to the hall where they regularly have physical activities, but it was not possible to observe these. A range of practical activities, such as sand and water, cutting, sticking and modelling, all help to develop children's physical skills. Good access to a wide range of building and construction equipment gives further support to physical development. Children reach above average standards by the end of their reception year.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There is good provision for role play in which children participate well.
- There are good opportunities to use a range of materials.

Commentary

34. Good resourcing of role play areas ensures that there are good opportunities for children to be creative. In the present Post Office, there is a good range of 'Postman Pat's' dressing up outfits, good quality writing materials, a cash till and a lap top computer. All these excite and interest the children and offer good opportunities to play well collaboratively. The children paint pictures, print and use clay. They also use computer programmes to create pictures. Evidence of some of these activities is displayed attractively in the classroom.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above the national average in all elements of the subject.
- Teaching is very good overall.
- Assessment is very helpful in providing information to track pupils' progress.
- Literacy skills are used well in other subjects.
- The subject is well managed.
- Mainly due to its size, the school library is currently under used as a resource for teaching library skills.

Commentary

35. Standards are well above average in all aspects of English. This is confirmed by results in the National Curriculum assessments of pupils at the end of Year 2, (SATs), which have been well above average in both reading and writing over the past four years. Across the school pupils achieve very well, both in comparison with schools nationally and with similar schools. Current standards are higher than at the time of the last inspection. The school sets itself very high targets and is on course to meet these as a result of systematically planning work for pupils with different levels of attainment – including those with special educational needs - through careful tracking of pupils' progress and through delivering good and regularly very good quality lessons. The National Literacy Strategy has been implemented well.
36. The pupils have regular opportunities for developing their speaking and listening skills across the curriculum. Wide ranging and deep discussions are a feature of many lessons. During a Year 1 literacy hour, for example, the pupils were invited to explore the feelings of a small girl whose mother was seriously ill. Drama also contributes well to the development of pupils' speaking and listening skills. During the inspection, Year 2 pupils played characters from a book that they had been studying and answered questions from the rest of the class in role. All concerned took the exercise very seriously and gained greatly from it. A wide range of strategies – including the development of phonic skills – is used to teach reading. In addition to guided reading in groups, pupils are also heard reading individually. Pupils are encouraged to read for a wide range of purposes and to enjoy books. The majority read regularly at home as well as at school. By the time they reach the end of Year 2, most are fluent and expressive readers. There is a good stock of fiction and non-fiction books which support the development of the pupils' research skills in the classroom well. Mainly due to the limitations imposed by its size, however, the school library is currently under used as a resource for teaching relevant skills.
37. The pupils write for a wide range of purposes and by the time they leave the school, most write clear, joined up script with appropriate spelling and punctuation. Many have developed the ability to utilise rich and expressive language to good effect. Year 2 pupils, for example, write lists of instructions for carrying out a fire drill and for growing a hyacinth bulb and Year 1 write the invitations to an imaginary party. Year 2 pupils successfully retell the story of 'The Snow Lambs' by Debi Gliori with effective use of relevant and sometimes powerful adjectives. They also produce successful poems on an autumn theme. Teachers model written work well and the pupils, on their part, enjoy writing.
38. The pupils enjoy their English lessons. They are attentive during whole class discussions, mostly being keen to contribute their own ideas, while also being prepared to listen with respect to those of others. Attitudes, behaviour and relationships are very good overall. Teaching is also very good overall. Particular strengths within the teaching of English at the school include the very effective and often enthusiastic presentation of material including - in particular – books. This very effectively stimulates pupils' interest. Pupils are regularly challenged to think deeply about the underlying significance of the text they are studying and as a result they make good gains in their acquisition of new literary knowledge and skills. There are consistently high expectations of behaviour which the pupils respond to very well. Skilled support staff contribute well to pupils' learning. However, sometimes not enough use is made of focused learning

objectives at the beginning of lessons to ensure that pupils are fully aware of what they are expected to achieve or at the end to able them to assess what they have learned. Overall assessment procedures, on the other hand, are wide ranging and effective in enabling the school to track the progress of individual pupils.

39. Co-ordination of English is good. The co-ordinator is very well informed, has a significant role in monitoring the provision and has a clear commitment to maintaining high standards. There is some use of information and communication technology to support English – mainly through the use of word processing programs and programs to support reading schemes.

Language and literacy across the curriculum

40. Literacy contributes well to learning across the curriculum. Year 1 pupils, for example, write lists of instructions relating to a design technology project, party invitations and reports on visits. They explain the background to historical events such as the 'Gunpowder Plot'. Year 2 pupils report extensively in several subjects including science. During a Year 1 design and technology lesson seen during the inspection, the class literacy hour focus book was used as an introductory stimulus.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards at the end of Year 2 are well above average and the pupils achieve very well.
- Teaching and learning are very good.
- Assessment information is used well to raise standards.
- Subject leadership is good.

Commentary

41. A strong emphasis on number work means that this is a strength. For example, in Year 1 pupils were learning to recognise and write number words to twenty. In Year 2, pupils are becoming confident in using numbers to 100, counting backwards and forwards from given numbers and counting in 2's, 5's and 10's. They can add double digit numbers with single digit numbers. Higher attaining pupils work with numbers to 1,000 and can add and subtract double digit numbers in their heads. A relative area of weakness is in problem solving, which the school has already identified. Current standards are higher than at the time of the previous report.
42. Teaching and learning in the lessons seen were very good overall, with teachers' planning effectively from the National Numeracy Strategy. Lessons start with a brisk mental session which the pupils enjoy. Classes are very well managed and learning assistants are used well to support pupils with special educational needs, who subsequently achieve very well. A particular strength of the very good teaching is the very effective use of interactive whiteboards, which interest and excite pupils in learning in a visual and attractively presented way. In Year 1, when pupils were learning number words to twenty, a variety of activities and games gave them opportunities to use the interactive board individually to match their numbers to the number words. The use of interesting resources for practical activities is another very good strength. Dressing up clothes and everyday articles were used, for example, to order the sequence of the day into morning, afternoon and evening. All teachers take great care to match group activities to pupils' carefully assessed attainment. Activities challenge all levels of ability and pupils learn very well. A relative weakness of some teaching seen was over ambitious planning for group work, which pupils could not complete without adult support. Some pupils needed more support to read and order the months of the year, for example, and consequently did not achieve as well as they might.

43. Subject leadership is good and involves thorough monitoring of assessment data and pupils' progress. Targets are set from Foundation Stage data and there are very high expectations of pupils' achievement, which are expressed as challenging targets. These are monitored closely for all pupils to ensure these high expectations are met. This is a key factor in the school maintaining its high standards.

Mathematics across the curriculum

44. 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. Links with other subjects are satisfactory and appropriate use is made of mathematics; for example to make graphs when recording data, or to make time lines. Little use is made at present of the outside environment to teach mathematics.

SCIENCE

Provision for science is **good**.

Strengths and weaknesses

- Pupils achieve well as they move through the school.
- By the time they reach the end of Year 2, pupils reach standards in the knowledge based elements of the subject that are well above the national average.
- Teaching is good overall and learning is made interesting for the pupils.
- Pupils do not have enough say over the course of their investigations and this adversely affects standards in the higher levels of investigative science.

Commentary

45. National Curriculum teacher assessment results have fluctuated slightly over the past two years – mainly because of differences between different groups of pupils. In the 2002 teacher assessments of pupils at the end of Year 2, for example, results were well above the national average in terms of both those pupils who reached both the expected Level 2 and those who reached the higher Level 3. In 2003, while still well above average in terms of those gaining Level 2, they were only above average in terms of those gaining Level 3. Current standards are still well above average overall. However, attainment in investigative science is not as high as that in the more knowledge based elements of the subject – particularly at higher levels. The current school development plan has the provision of a range of investigative tasks for higher attaining pupils as one of its targets. The majority of pupils enter the school with attainment in knowledge and understanding which is above average. Overall achievement in science is good. Standards in science are now higher than at the time of the previous inspection.
46. Year 1 pupils are able to recognise a range of sources of light and recognise that reflective materials are in themselves not light sources. They successfully distinguish between living and non living things. They recognise the functions of different parts of the eye and the tongue and successfully test different surfaces to see which is the best for moving a wheeled vehicle. Year 2 pupils are able to identify and record significant differences between different liquids. Most are clear about the main characteristics of a liquid – although find it hard to define these. They also successfully distinguish between foods that are healthy and those that are not.
47. The pupils are very interested in science. They are very well behaved during whole class preliminary discussions. During investigative work, they work very well together with a high level of co-operation. In the lessons seen during the inspection, teaching and learning were good overall. Strengths of the teaching included good quality resources which stimulated the pupils.

There were high expectations of behaviour which impacted very well on attitudes and relationships. There was a strong emphasis on enhancing pupils' self esteem. Pupils were successfully encouraged to work well both independently and collaboratively. The pupils, on their part, concentrated well on their tasks and made good gains in their scientific knowledge. Conversely, in some of the teaching seen during the inspection – substantiated by the work scrutiny – the pupils were not given enough say over the design of their investigations, which adversely affected the standards that that might potentially be reached by, in particular, pupils with higher levels of attainment.

48. Structures for planning and assessment in science are appropriate. Information and communication technology supports the delivery of the subject well through, for example, the use of data bases to analyse and display the findings of investigations and a multi-media program to produce pictures of 'mini beasts'. The co-ordinator has only held the role for a very short time – but has already developed a satisfactory appreciation of where the subject now needs to be developed further. Overall provision for the subject is enhanced by visits from outside organisations such as the 'science bus'.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Strengths and weaknesses

- The school has very recently improved its provision for the subject significantly by creating a computer suite.
- The subject co-ordinator has very good understanding of the subject's needs and her own skills are having a very positive impact on the raising of standards.
- Information and communication technology is used well to support subjects across the curriculum.
- Standards are around average by the end of Year 2 – but are higher than this lower down the school.
- Pupils' skills are not currently being developed in a progressive enough way.
- Not all teachers are secure enough in their understanding of how to deliver the subject.

Commentary

49. By the end of Year 2, standards are around average and the requirements of the National Curriculum are fully met – a finding similar to that of the last inspection. Although satisfactory overall, achievement is not consistent - with pupils in Year 1 achieving better than those in Year 2 and reaching relatively higher standards. Year 1 pupils, for example, can all switch computers on and off, load programs and know about the functions of different keys. They can change font size, bold and unbold text and have a good understanding of various technical terms. Year 2 pupils can also use a word processing program in the same way. Their skills, however, are not significantly higher than those exhibited by the younger pupils.
50. The pupils are enthusiastic about information and communication technology – particularly when using the new computer suite. However, there is limited space and not enough room in the suite for a full class to sit around the computers. This leads to some unrest and a lack of focus on tasks from time to time. Teaching is satisfactory overall and there are examples where it is good. However, some teachers are insecure in their knowledge of how to deliver the subject – particularly in the new computer suite. In the most successful of the three lessons seen during the inspection, good use was made of an interactive whiteboard to recap on previously learned skills and to introduce new ones. The teacher's subject knowledge was good. A consistent strength of the teaching is the positive way in which the pupils are managed. This leads to generally good behaviour in lessons and very good relationships at all levels. However, work is not always matched closely enough to the needs and aptitudes of pupils with

different levels of attainment, which impacts adversely on the standards which might otherwise be reached.

51. Planning and assessment strategies are appropriate and based on national guidelines. The knowledge and enthusiasm of the relatively new co-ordinator and the transparent desire of the other staff to improve their own skills in delivering the subject bode well for the standards that will be reached in the future.

Information and communication technology across the curriculum

52. Information and communication technology is used well to support learning across the curriculum. In science, for example, the pupils use a simple data base to log and display data and explore the life cycle of beans. Another program is used by pupils to label different parts of their bodies. Various programs and a programmable robot support learning in mathematics. In a very successful religious education lesson, the interactive whiteboard was used very well stimulate the pupils' interest and teach them about the Jewish festival of Hanukkah.

HUMANITIES

53. Religious education was inspected in detail and is reported in full below. **History** and **geography** were not a focus of this inspection and so are not reported on in any detail. However, scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being fully met in the provision for both subjects. For example, pupils have studied the history of toys and games in some depth. They successfully arranged toys on a time line and compared teddy bears from different eras. They have also investigated 19th century homes, examining and commenting on a range of artefacts such as Victorian bed warmers and kettles. Year 1 pupils have explored the way they get to school as part of a geography topic, while Year 2 pupils have drawn plans of their classrooms, discussed where different foods come from and compared their neighbourhood with another locality in the United Kingdom.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above average and achievement is good.
- Religious education continues to be taught well and enjoyed within the school.
- Religions other than Christianity are taught well.

Commentary

54. The above average standards have remained the same since the last inspection. Pupils have good knowledge of Christianity and at least two other major world religions.
55. The teaching of religious education is good. The main focus is on learning about Christian teaching as set out in the locally agreed syllabus. Additionally the pupils study Judaism in Year 1 and Islam in Year 2. Teachers contrast different practices with Christianity, and there is a particularly good focus on festivals in different religions. The teaching of religious education is good. Subject management is good and makes a strong contribution to standards achieved because the support for teachers' planning is very good and the subject is well resourced. Good links are made with information and communication technology, both in planning lessons from web sites and in the use of the interactive whiteboard to enhance lessons. One very good lesson explored the Jewish festival of Hanukkah. The pupils had been taught to sing 'Happy Hanukkah' and relevant items of dress were worn by pupils to motivate and interest them. Very

effective use of a personalised programme on the whiteboard, told the story and meaning of Hanukkah, which promoted learning very well. Events in the Christian calendar, such as Advent, are explored well. A good lesson, following the introduction of Advent in assembly, helped pupils to know that Christmas is an important Christian festival and to appreciate the religious significance of the Christmas story.

56. Religions other than Christianity are taught well, which makes a strong contribution to pupils' cultural development. For example, in discussions with pupils they could identify special days in the Jewish faith such as Shabbat and had good knowledge of the traditions and dress associated with these.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57. **Art and design, design and technology, music and physical education** are not reported on in any depth as they were not a focus of this inspection. However, examination of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being fully met in the case of all four subjects. Year 1 pupils, for example, create effective silhouette pictures of winter landscapes out of tissue paper and foil. Year 2 pupils produce well executed paintings using colour wash and fabric which are inspired by Monet's 'Water Lilies'. Some good quality singing was heard during the inspection. In one school assembly the pupils sang 'Hallelujah' with enthusiasm and a good control of pitch and tempo. Year 2 pupils listened to a recording of 'Peter and the Wolf' and successfully discussed how the composer made effective use of different instruments to tell the story and to create atmosphere. One physical education lesson was seen during the inspection. During it, Year 1 pupils practised a set dance movement and then incorporated this into an original dance of their own. They were very well co-ordinated and performed their movements accurately with and without music. The teaching was very good. The pupils had very positive attitudes, worked very hard to improve their performance and thoroughly enjoyed themselves.
58. One design and technology lesson was also seen during the inspection and there was a scrutiny of previous work and discussions with pupils and staff. No judgements were made about teaching. The planning indicates a range of topics being covered which follow national guidance. Evidence from photographs indicates that pupils' end products are very similar and there is little individual planning or progression in planning. Skills development is not highlighted sufficiently in the planning and they do not develop systematically. In the lesson seen, where moving pictures were being made, the lever pivot technique was not explored sufficiently, nor was it reinforced at the end of the lesson. The co-ordinator is new to the post and has not had time to address the lack of creativity identified by the school. Good support is given by parents when pupils are making products.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

59. In the one lesson seen during the inspection, Year 1 pupils discussed the concepts of friendship, kindness and sharing within the context of the story of St Nicholas. Teaching, learning, standards and achievement were all good. Assemblies also contribute very well to pupils' learning in this area as they are regularly used to explore social and moral issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
The quality of teaching	2
How well pupils learn	2
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	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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