

# INSPECTION REPORT

**Marshfield's Voluntary Controlled Church of England  
Infant School**

Ottershaw

LEA area: Surrey

Unique reference number: 125155

Headteacher: Mrs S. Lillywhite

Lead inspector: Mrs S. M. Barnes

Dates of inspection: 23<sup>rd</sup>-25<sup>th</sup> March 2004

Inspection number: 256861

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 Controlled
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	195
School address:	Fletcher Close Ottershaw Chertsey Surrey
Postcode:	KT16 0JT
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Mather
Date of previous inspection:	29/6/98

## CHARACTERISTICS OF THE SCHOOL

Marshfield's Voluntary Controlled Church of England Infant School is situated in the village of Ottershaw, near Chertsey in Surrey. It is about the same size as other primary schools nationally. The 195 boys and girls who attend are between the ages of three and seven and mainly come from homes in the village. As at the time of the previous inspection, attainment on entry is average overall and very few of the pupils are from disadvantaged backgrounds. The school has six classes and a nursery unit. Children attend the nursery part-time only. The proportion of pupils receiving free school meals (0.8 per cent) is well below the national average. The proportion of pupils with special educational needs (10.3 per cent) is below average, but a broadly average number of pupils have a statement of their need. The proportion of pupils with English as an additional language is a bit higher than in most schools at just over two per cent, but these pupils are not at very early stages of learning the language. The proportion of pupils with statements of special educational needs (1.5 per cent) is broadly in line with the national average. Since the previous inspection there have been significant changes to the leadership of the school, with three different headteachers and deputy headteachers. All but three of the governors have taken up post since that time. The teaching staff have also virtually all been appointed since that time, several very recently, including one teacher who took up post only a matter of days before the inspection started. The previous inspection of the school was in July 1998.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16249	Mrs S. M. Barnes	Lead inspector	Mathematics, science, information and communication technology (ICT), special educational needs, English as an additional language.
31754	Mrs C. Roberson	Lay inspector	
32136	Mrs L. Brookes	Team inspector	Foundation Stage <sup>1</sup> , art and design, design technology, religious education (RE)
28200	Mr P. Stevens	Team inspector	English, history, geography, music physical education (PE)

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school, which provides an acceptable standard of education for its pupils, and which has undergone many significant changes to the leadership and management since the previous inspection.** The recently appointed headteacher, supported by the new deputy head, is providing good leadership. She has successfully identified the major areas for development and, for example, taken steps to improve standards and to make school more accessible to parents. Many co-ordinators are very new to their posts. The quality of teaching and learning is satisfactory overall and leads to pupils making at least satisfactory gains in their learning. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics and religious education (RE) are above average and pupils' achievements are good.
- Provision in the nursery is very good and gives children a very good start to their education.
- Standards in reading are above average, but in writing pupils' skills in spelling and writing at length are not as good as they could be.
- Provision in physical education (PE) is unsatisfactory and the standards pupils attain are below those expected as a result.
- Provision for pupils with special educational needs is good and they make good progress towards their targets as a result.
- Provision for pupils' care and welfare is very good and this contributes to the school's positive and caring ethos.
- The leadership of the headteacher and senior management is good and has led to significant improvement in a number of areas, including links with parents and assessment.
- Standards in information and communication technology (ICT) have improved and are in line with those expected for pupils' ages, but the current organisation of resources makes teaching new skills and giving pupils opportunities to practise them difficult.

There has been satisfactory progress since the previous inspection. As a result of the many changes in leadership, not all of the key issues had been fully addressed at the appointment of the current headteacher. In ICT, standards are improved and are in line with those expected by the end of Year 2. Staff confidence has been developed, but is still only satisfactory overall. There is still a need to rationalise the use of existing resources for the subject. More able pupils now make progress in line with their potential and their achievements are satisfactory. Assessment has been a focus for development by the new senior management team and now is good. There is an effective marking policy in place. The play provision for reception children has been improved and extended and provides children with good opportunities to develop physical skills. Standards in English and science, which were good are now average. Standards in religious education have improved, and are good, while in physical education standards are below those expected and below those attained in the previous inspection.

### STANDARDS ACHIEVED

#### Year 2 results

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	C
writing	A	A	B	C
mathematics	D	A	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

**Pupils' achievement is satisfactory.** The achievement of children in the nursery is good, for children in reception it is satisfactory. The achievement of pupils in Years 1 and 2 is satisfactory overall.

By the time they move into Year 1, most children are likely to achieve the goals they are expected to reach by the end of reception<sup>2</sup>, in all six areas of the Foundation Stage curriculum. Standards attained in national tests in 2003 were well above average in reading and above average in writing and mathematics. These results were in line with those attained in similar schools. In science teacher assessments were below those attained nationally and well below those attained in similar schools. Literacy, numeracy and ICT skills are used satisfactorily across the curriculum overall, but many opportunities to develop these aspects further are missed. Current evidence indicates that achievements and standards in mathematics, reading and religious education are good and above those expected by the end of Year 2. Standards in writing, science, and ICT are in line with those expected for pupils' ages and their achievement is satisfactory. Standards in physical education are below those expected and pupils do not achieve as well as they should. Pupils with English as an additional language and higher attaining pupils attain standards in line with their peers and their achievements are satisfactory. Pupils with special educational needs make good progress towards their targets due to the good support they are given.

**Pupils' spiritual, moral, social and cultural development is good overall.** Provision for social and moral development is good and that for spiritual and cultural development is satisfactory. Pupils' attitudes and behaviour are good. They like school and attendance is also good. They are punctual and lessons start on time and this has a positive impact on the standards they attain.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory overall.**

**The quality of teaching is satisfactory overall** and during the inspection much good teaching was observed. As a result, pupils make generally satisfactory gains in their learning. The quality of teaching and learning in the nursery is very good. It is based on the "stepping stones"<sup>3</sup> for young children and gives all of the boys and girls a good start to their education. The quality of teaching in reception and in Years 1 and 2 is satisfactory overall and they make overall satisfactory gains in their learning as a result. The teaching and learning in mathematics is a strength and is good throughout the school. The teaching of physical education is unsatisfactory and, as a result, pupils do not make as much progress in their learning as they should. Teaching of pupils with special educational needs is good and they make good progress towards their learning targets as a result. The quality of assessment is good, which is a significant improvement since the previous inspection when it was a key issue, and this is starting to be used effectively to raise standards.

The curriculum is satisfactory overall and there are good opportunities for enrichment in the form of visits and extra-curricular activities. Systems for ensuring pupils' care, welfare health and safety are very good. Links with parents are good and they are provided with good information about how well their children are doing. Links with the church are good. Links with the community and other schools and colleges are satisfactory and are developing.

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<sup>2</sup> These are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

<sup>3</sup> These show teachers what they need to know about children's learning in each area of the Foundation Stage. They are steps that children will take as they make progress towards reaching the Early Learning Goals for children under five. They show stage by stage, the knowledge, skills, attitudes and understanding children need to achieve the goals.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The leadership of the recently appointed headteacher is good and has already begun to result in a steady rise in standards in some areas. Curriculum co-ordinators, many of whom are new to their role, are developing their roles and responsibilities well overall. Governance is satisfactory overall, and governors ensure statutory requirements are met, but governors have not always challenged the school with sufficient rigour in the past. Most of the current governing body are very recently appointed.

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

Parents have positive views of the school. They are very satisfied with the work it does and many commented very favourably on the recent changes. Pupils enjoy school and this leads them to come to school promptly each day.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in PE.
- Develop pupils' writing and spelling skills further across the curriculum.
- Rationalise resources for ICT so that there are more opportunities for pupils to use them regularly and develop their use in other subjects.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Throughout the school pupils' achievements are satisfactory overall. In the nursery achievement is good. Throughout reception and Years 1 and 2 pupils' achievements are satisfactory overall and the standards pupils attain overall are broadly average.

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

- Standards are above average in mathematics and good in religious education. Pupils' achievements in these subjects are good.
- Standards in physical education are below those expected for pupils' ages and pupils do not achieve as well as they should.
- Children in the nursery settle in quickly and happily and do well overall in all six areas of learning.
- Achievement of pupils with special educational needs is good due to the good quality of support they are given.

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

Standards in:	School results	National results
reading	17.0 (17.3)	15.7 (15.8)
writing	15.4 (15.8)	14.6 (14.4)
mathematics	17.0 (18.0)	16.3 (16.5)

*There were 46 pupils in the year group. Figures in brackets are for the previous year*

### **Commentary**

#### **Foundation Stage**

1. Children make a very good start to their education in the nursery and their achievement is good in all six areas of learning for the Foundation Stage. They make satisfactory progress during reception and by the time they move into Year 1 most children are likely to achieve the goals they are expected to reach by this time in all six areas of the curriculum for young children.

#### **Key Stage 1**

2. Results in the national tests for pupils in Year 2 in 2003 in mathematics were above average. These results were average when compared with similar schools. Results in the national end of year tests in 2003 were well above average in reading and above average in writing. These results were also average when compared to similar schools. Pupils' achievements in Years 1 and 2, including those of higher attaining pupils and pupils with English as an additional language, are satisfactory overall. In mathematics pupils' achievements are good and they attain standards above average at the end of Year 2. Pupils are particularly confident in working mathematical problems out for themselves. In religious education pupils' achievements are good and standards are above those expected in the Locally Agreed Syllabus. Pupils can talk knowledgeably about the Bible and about aspects of Christian faith. In English, pupils' achievements are satisfactory overall and broadly average. They are good in reading and satisfactory in writing and speaking and listening. The school is aware that there is room for further improvement in writing and has highlighted the subject as a focus for development. In ICT, standards are in line with those expected for pupils' ages and their achievement is satisfactory. This is a good level of improvement since the previous

inspection, when they were judged to be unsatisfactory. However, while standards are satisfactory overall, there is room for improvement in developing pupils' skills of using computers across the curriculum. Standards in physical education are below those expected and pupils do not achieve as well as they should. Pupils with English as an additional language achieve in line with their peers. Pupils with special educational needs make good progress towards their targets due to the good support they are given. Their achievements are good.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Attendance levels are good and punctuality is also good. Pupils' spiritual, moral, social and cultural development is good

### **Main strengths and weaknesses**

- The school stimulates pupils' interest in learning.
- The school sets high expectations of behaviour to which pupils respond well.
- Pupils' moral and social development is good.
- Most pupils are confident and self-reliant.
- Pupils enjoy school and arrive on time.

### **Commentary**

3. Teachers' lessons interest pupils in learning more about different subjects. Consequently, they are very attentive. In a lesson about spelling, for example, pupils enjoyed the challenge to think of words with 'ph'. The more able proudly suggested 'photograph' and 'telephone'. In a science lesson, pupils enjoyed identifying and describing the qualities of different materials hidden in a 'feely bag'. Clear introductions to group tasks lead to pupils quickly settling down to activities. Pupils speak positively about enjoying school and having a good relationship with their teachers.
4. In the nursery and reception classes, teachers have high expectations of the children's attitudes and behaviour and as a result, children behave well and are encouraged to be considerate of others. Children are on course to achieve the Early Learning Goals in personal and social development by the end of the Foundation Stage. The school has an atmosphere of care. Teachers emphasise this in assemblies and personal, social and health education, but it also pervades teaching and the work of learning and supervisory assistants. Consequently, pupils develop positive attitudes to learning. This, in turn, leads to good behaviour in lessons, in the playground and around the school, such as in the hall at lunchtime. Teachers handle pupils with behavioural problems that are a special educational need effectively. There is misbehaviour in physical education lessons, because they lack structure and teachers do not manage pupils well enough at these times. There have been no recent exclusions.
5. Overall, pupils' spiritual, moral, social and cultural development is good. The provision for moral and social development is good. However there is a lack of explicit planning for spiritual and cultural development. Although pupils appreciate beauty, teaching rarely develops their sense of wonder. Equally, there are few resources to engage pupils' interest in different cultures, including their own. However, the school satisfactorily prepares pupils for living in a diverse multi-cultural society.
6. Pupils from all backgrounds enjoy good respectful relationships with one another. This partly results from them being asked to make their own contribution to classroom rules. A very small minority are sometimes unpleasant to other pupils, but teachers deal effectively with such behaviour. Pupils make a confident contribution to the school community by willingly undertaking responsibilities. The school council plays an important role in dealing with such matters as litter. Older pupils are very reliable with their lunchtime duties in helping with organisation, including handing out food to their table 'family'. They are also pleased to take care of younger pupils in the playground.

7. Overall, there has been satisfactory improvement since the last inspection.

### Attendance

8. Pupils are very keen to come to school and many have very high levels of attendance and are rarely absent. A very small number of pupils this last year have taken extended visits abroad to see relatives and these absences are monitored closely. They have adversely affected whole school attendance rates but despite this attendance remains a positive feature. Punctuality is good and pupils arrive on time both in the morning and in nursery at mid-day for the afternoon session. The school office assistant is very efficient in her role both in recording and in monitoring attendance.

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

Authorised absence		Unauthorised absence	
School data:	4.4	School data :	0.3
National data:	5.4	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 by the school is satisfactory overall. The quality of teaching, learning and the curriculum is satisfactory. There are good opportunities for enrichment in learning.

### Teaching and learning

The quality of teaching and learning is satisfactory overall. Teaching and learning in the nursery are very good. In reception and Years 1 and 2 they are satisfactory overall. The quality of assessment is good.

### Main strengths and weaknesses

- Teaching in the nursery is very good overall and gives children a very good start to their schooling.
- Teaching of mathematics is good throughout the school and pupils make good gains in their learning as a result.
- Teaching in physical education is unsatisfactory and so pupils do not make enough progress in this area.
- Teachers have improved knowledge and confidence in the teaching of writing and ICT but opportunities are sometimes missed to develop pupils' skills in these areas in other subjects.
- Teachers plan effectively in year groups to ensure that all pupils have equal access to the curriculum.
- The quality of assessment has been greatly improved since the previous inspection and is good. Good use is being made of the information it provide to monitor pupils' progress effectively.

## Commentary

### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	10	8	3	0	0

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

9. The quality of teaching in the nursery is very good. The nursery teacher is a highly experienced and dedicated practitioner with a very good level of awareness of the needs of young children. She sets very high standards and establishes a happy, hard-working ethos, which the children respond to with enthusiasm. As a result, these young children have a very good start to their education and make good progress in their learning in all six areas of the curriculum for this age.
10. The quality of teaching in the reception classes and in Years 1 and 2 is satisfactory. All of these teachers have been appointed since the previous inspection, some only within weeks of the current inspection. The quality of planning is good and teachers plan together effectively in year groups. As a result there is equality of access to the full curriculum by pupils in parallel classes and the quality of learning is satisfactory overall. Teachers have good levels of confidence and knowledge in the teaching of mathematics. They make effective use of the numeracy strategy linked to national guidance. As a result, lessons are interesting and move on with good pace. Pupils are given good opportunities to practise their skills and make good gains in their learning as a result. Teachers are gaining confidence in the use of ICT and teaching in this subject is satisfactory overall. However, some opportunities to use computers to help pupils investigate or record their work in other subjects are missed. Similarly, while teaching in English is satisfactory overall and that for reading is good, some opportunities are missed for pupils to have the opportunity to write at length in other subjects and to practise their spelling skills. Teaching of physical education is unsatisfactory overall and leads to pupils making unsatisfactory progress in their learning in the subject. In the main this is due to the high standards and expectations set in other subjects not being rigorously maintained in physical education lessons.
11. The quality of assessment is good overall and significantly improved since the previous inspection. Tracking of pupils' progress in preceding years indicates that on occasion there was a difference between the targets that were being set and pupils' actual attainment of about ten per cent. Current targets are more tightly matched to pupils' abilities and linked to rigorous assessment systems. For English and mathematics assessment is good throughout the school. There has been a strong emphasis on the development of more efficient systems, since the appointment of the current headteacher. Much work has been done on refining assessment of reading, writing, mathematics, science and the six areas of curriculum for Foundation Stage children. As a result, a clear picture is being built up of the standards pupils attain throughout the school. This information is adding to a data base which is beginning to be useful for analysis so that co-ordinators and senior management can identify areas of strength and areas for further development. Assessment in the nursery is very good, is used well and provides a very good basis for analysis of standards. The co-ordinator for ICT is currently developing the assessment further, working to include a section to enable pupils to be suitably involved in their own evaluations of how well they are doing in the subject. Assessment in science is good, but as yet there is not much "in the bank" to allow detailed analysis.
12. Teaching and learning of pupils with English as an additional language are satisfactory overall and enable these pupils to make progress in line with their peers. Teaching of pupils with special educational needs is good. Teachers work effectively with outside agencies to provide specialist guidance where necessary. There is good, detailed assessment of what they can and cannot do and the next targets for them to work towards. These individual education

programmes are reviewed regularly and are known to all staff. As a result, these pupils are set work which is at the right level for them and they make good progress towards their targets.

### **Example of outstanding practice**

#### **A Physical Education Lesson in the Nursery**

After a suitable warm-up, the teacher completely engages the children's attention with a story which suggests movements. Each child interprets the story in his or her own way, with prolonged sequences of very controlled movements. The teacher role models dance to another story, so that children extend their movement further. A third account of plants growing and dying stimulates more individual interpretations. These demonstrate very high attainment in sustaining long, slow movements. In the second half of the lesson, children put out apparatus in a safe way, despite their very young age, due to the very good organisation and guidance by the teacher. Their behaviour is impeccable as they wait until the teacher and assistants have put out the heavier items. Some of the apparatus sets a very real challenge such as very high wall bars and a narrow bench on which to walk without losing balance. The children are very independent and wait their turn with no arguing or queue-jumping. At the end of the lesson, they cool-down sensibly and help to put the apparatus back.

### **The curriculum**

Curricular provision is satisfactory. The opportunities school provides for enrichment are good. The accommodation is satisfactory.

### **Main strengths and weaknesses**

- There are good numbers of suitably qualified and experienced teaching and non-teaching staff.
- Provision for pupils with special educational needs is good.
- Provision for personal, social and health education is good.
- Pupils have an equal chance to learn.
- There are good opportunities to learn outside lesson times.

### **Commentary**

13. The school's curriculum meets statutory requirements. Teachers allocate enough time to each subject to meet pupils' needs. Furthermore, they organise pupils' activities well so that there is a balance of listening and activity. For example, in science and mathematics, pupils not only develop knowledge and understanding but also use them to carry out investigations. Mathematics is a strong area of the curriculum while physical education is currently a weakness, both because of the quality of teaching. One other weakness is the lack of links made between some subjects, so that, for example, pupils rarely use their literacy, numeracy and computer skills in history, geography, and design and technology. Nevertheless, the overall curriculum provides a sound basis for learning. The provision for pupils' personal social and health education is good and they are given good opportunities to develop a sense of responsibility and independence. In this way, the school satisfactorily prepares pupils to move to the next stage in their education. Within each subject, teachers' planning ensures that pupils' individual needs are met. Teachers adjust the curriculum, having regard to any differences between pupils of different gender and capability. The school identifies gifted and talented pupils and extends their curriculum satisfactorily. Provision for pupils with special educational needs is good. Their specific needs are monitored carefully and reviewed regularly to ensure that work is given to them at the right level for their needs. The very few pupils with English as an additional language are provided with a sound curriculum and so make progress in line with their peers.
14. The school enriches pupils' learning with a good variety of activities outside lesson times as well as visits and visitors. Boys and girls have the opportunity to be coached in football as well as to participate in other physical activities. Many pupils learn to play a recorder, and all

enjoy visits from puppet theatre groups, one of which contributes to their learning about how to be good citizens. Visits, such as to farms, develop their geography and science. The school also holds interesting book and science weeks.

15. The quality of staffing is good. The number of non-teaching staff provides good extra support for pupils who need it. Accommodation is satisfactory, although some parts of the building are old and poorly insulated. Most subject resources are also satisfactory in supporting the curriculum. However, the school has greatly improved those for reading, which benefits pupils by giving them a broader approach to learning. Plans are in place to improve the library's stock of non-fiction, so that pupils have more opportunity to learn research skills. Music resources are good and include a wide variety of percussion. There have been satisfactory improvements since the last inspection.

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

The school takes very good care of all pupils. Very good attention is given to ensuring high standards of welfare, health and safety. Individual pupils are given good advice and guidance. The school takes good account of pupil's own views and feelings.

### **Main strengths and weaknesses**

- Clear procedures and routines for care and welfare are followed by staff.
- There is very vigilant supervision of pupils during playtimes.
- Good induction arrangements are in place for nursery and reception children.
- Pupils from reception, Year 1 and Year 2 represent their peers on the school council and their ideas are listened to and valued.

### **Commentary**

16. All staff are kept fully informed of the high expectations promoted by the headteacher to ensure standards of welfare are very good. Many policies have been reviewed and they too give clear and up-to-date guidance on many areas of school life. Proper training in child protection has been undertaken by the headteacher who is experienced and knowledgeable in supporting pupils and families. Good liaison with outside agencies is evident. Risk assessments have been undertaken and are reviewed regularly with the involvement of governors and staff. Routines are well established and people are clear in their roles and responsibilities. Overall this area of school life is very good.
17. The school provides a happy environment that is conducive to learning. Pupils from all backgrounds feel safe and settled when they work and play. Pupils' well-being as well as their personal development is very evident across the school. They particularly enjoy the time spent on the playground. This is because there is plenty to do and because they are very well cared for by all adults who watch over them in turn. Any worry or trouble they may encounter is shared and sorted out and sensible and kind behaviour is always promoted. The mid-day supervisors are also active in promoting many personal and social skills such as sharing and taking turns on the equipment and pupils know they are not neglected in any way.
18. Parents appreciate the good induction arrangements for the youngest children. The nursery teacher is very experienced and has established a very good reputation among parents for the very good range of experiences she provides including the very good care and guidance she and her team give to all pupils. The nearby playgroup is visited and home visits are offered as well as by reception staff. Good use is made of the building in which the nursery is situated but during inspection it was overly cold, as were other areas of the school. The nursery toilets are rather big for small children, but a rolling programme of redecoration and refurbishment is in place, which is addressing some difficulties with the buildings. Security of the site and entrance has also been addressed in recent months.

19. Through discussions in “circle time”, which is a well established timetabled activity, pupils are encouraged to express openly their views and feelings. Two pupils from each class represent their friends on the school council, which is overseen by the deputy headteacher. They know that because they are on the council they “help people” and “ask more questions”. They are proud to be council members and speak confidently about how they help look after their school through for example encouraging their friends to keep it clean, tidy and litter free. Pupils in every class are involved in establishing classroom rules. Monitoring of pupils’ academic and personal development is good and is starting to have a positive impact on standards.

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

There are good and continually improving links with parents. There are satisfactory links within the community as well as satisfactory partnerships with other schools. Links with the church are good.

### **Main strengths and weaknesses**

- The trust and confidence of parents are being developed with the appointment of the new headteacher.
- Communication with parents now has many strengths.
- Links with the church are firmly established.
- The school is a little isolated from its community but recognises this and is working at establishing more links within the locality including with other schools.

### **Commentary**

20. Open dialogue and effective links with parents were clearly an issue prior to September 2003. Many parents and staff both before and during this inspection referred to recent troubled times. Support from parents for the many changes and improvements that are being implemented is very evident. Parents no longer feel they are kept at arm’s length and they greatly appreciate the headteacher’s presence at the school gate every single morning. The school has the confidence of all communities.
21. The prospectus has been reviewed and is now detailed and informative; all newsletters are well written and keep parents very closely informed of what is happening in school especially the many staff changes. Written reports on pupil progress have already been identified as an area for development. However, while written information is seen as important the accessibility of the headteacher and staff is seen as equally important. The “Open Door” policy being firmly established encourages parents to share their views with staff. Parents now feel welcome and valued in the school and many help regularly in classrooms. Procedures for resolving their concerns are highly effective because of the style of leadership shown by the headteacher who communicates very effectively at every level.
22. The vicar is a long standing member of the governing body and knows many families well. He is invited in to lead assemblies very regularly and these occasions increasingly involve and engage pupils. Links with the church, which is situated a little way away from the school, are on balance good. Pupils visit it from time to time.
23. Governors are looking at ways to raise the profile of the school within its community. The headteacher, together with her staff, is planning more visits into the locality for all pupils to extend their understanding of its place within the community. Closer communication is also being established with a nearby special school and there is evidence to show that partnerships with the junior school are beginning to be more effective. On balance links within the community, including with other schools are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. The quality of leadership and management are good. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a clear vision for raising standards in the school and has developed an effective action plan for bringing this about.
- The governors are supportive of the school and work hard to perform their roles effectively, but they have not always challenged senior management in the past with sufficient confidence and rigour.
- The whole staff, led by the headteacher, have already forged an effective team who are ambitious keen to strive for improvement in all areas of its work.
- The new systems for monitoring how well pupils are progressing are being developed and are starting to be used effectively to help raise standards.

### **Commentary**

24. The school is well led and managed by the recently appointed headteacher, effectively supported by the deputy. She has already created good sense of team spirit throughout the school. All staff, including those who have been only appointed very recently, work together effectively, with a common sense of purpose to create a positive climate for learning.
25. The leadership of the headteacher is good and has already begun to result in a steady rise in standards in some areas. Since the previous inspection there have been three changes of headteacher and deputy and this resulted in a certain amount of lack of continuity towards the key issues of that report. Strong emphasis is currently placed on the importance of self-evaluation, and performance management, and teaching, learning and standards are monitored rigorously. All staff are involved in this process and clear targets are set for improvement. Weaknesses in science, for example have been tackled rigorously so that standards, which were below those expected at the end of Year 2 in 2003, are now in line. The school is fully inclusive and as a result achievement is satisfactory overall for boys and girls of all levels of ability. Curriculum co-ordinators, many of whom are new to their role, are developing their roles and responsibilities well overall. Effective systems have been developed to assess how well pupils are learning and the information gathered is starting to be analysed so that improvements can be made to the curriculum. Leadership and management of provision for pupils with special educational needs are good and lead to these pupils making good progress towards their learning targets.
26. Governance is satisfactory overall. The governors, the great majority of whom are only recently in post, are very supportive of the school and are keen to improve their skills. In the past governors have not challenged the school with sufficient rigour and as a result have not always had an entirely accurate view of strengths and weaknesses in subjects. Until very recently governors were not involved in setting targets for pupils' attainment and relied on the senior management to provide them with the information to send to parents. However, in conjunction with the new senior management, there is a commitment to developing their roles and responsibilities and training has already started. Governors ensure that statutory requirements are met. They are already more actively involved in analysis of test results.
27. Financial management is good. The school bursar has a good, detailed knowledge and manages the school systems very efficiently. The principles of best value are effectively applied. A recent financial audit noted that the school is fully compliant with the local authority financial management scheme and that financial and internal control systems are operating effectively. All of the minor recommendations made have been fully adopted.



## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	461, 616.83	Balance from previous year	15,288.00
Total expenditure	440, 103.71	Balance carried forward to the next	21,513.12
Expenditure per pupil	2,056.55		

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

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

The overall provision for the children in the Foundation Stage is **good**.

The children in the nursery and reception classes receive a sound start to their education. Teaching and learning are at least satisfactory in all areas in the reception classes, with good and very good examples seen. Teaching in the nursery is of a consistently high standard and an example of excellent practice was observed. Satisfactory planning and assessment systems contribute to the effectiveness of these early years of education. Planning has recently been revised to reflect more closely how activities link to the developmental and learning goals. Assessment in the nursery is of a high standard and paints an effective picture of the skills and development of each child. The reception classes use the Foundation Stage Profile, supplemented by observations. The Early Years area is managed well by an experienced practitioner. Good liaison between the nursery and the reception classes exists, and the majority of the children in the nursery progress to the school's reception classes. At the time of the inspection, half the children had been in school full-time for only a few weeks. The majority of the children are assessed as being of average ability. By the time they move into Year 1, most children will have achieved the Early Learning Goals in all six areas of the Foundation Stage curriculum, or be close to doing so. This indicates that children make satisfactory progress during their time in the reception classes.

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

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

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

- Children are developing their levels of personal independence well.
- They behave very well for their age.
- They are learning to concentrate for longer periods.

#### **Commentary**

28. The children quickly develop their confidence and establish good relationships with one another, their class teachers and the classroom assistants. The good quality of the general ethos and environment, together with effective teamwork and supportive relationships, contribute to the strength of this area of development. Despite their young age the children behave well and are encouraged to be considerate of others. All the teachers capture children's interest effectively, and promote concentration by the good use of resources, such as Deirdre the Duck. These qualities, together with suitably planned activities, ensure that children's involvement is fostered and maintained well. High expectations of the children's attitudes and behaviour are supported by good teaching in reception, and very good teaching in the nursery. Children's learning reflects the teaching standards. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They cope well with their personal needs such as changing for physical education, needing little adult help.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The children's emergent writing is promoted well.
- Their speaking and listening skills are fostered effectively.
- Early reading skills are appropriately encouraged.
- More able children are insufficiently challenged.

### Commentary

29. Many opportunities are provided for children to extend their speaking skills through all areas of learning. When they enter the nursery and reception classes, most children have good speech skills and are keen to talk about their interests and activities. They enjoy listening to stories and sharing books, and many can predict or suggest how a story will develop. For most, reading ability is in its early stages, but it is encouraged appropriately. Some children in the nursery are beginning to read some simple words. Teaching and learning is satisfactory in the reception classes and very good in the nursery. In the reception classes most have a reading book and some are beginning to read simple texts. All three classrooms have a good range of picture books, including non-fiction titles, which are accessible to the children. In reception, most can write their names unaided and letter formation is usually correct. Some are able to write independently but writing skills are generally underdeveloped. A duck puppet, who sends postcards and letters to the children, is used effectively to stimulate children's willingness to write for a purpose. Good use is made of classroom computers to support children's early reading and writing skills.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Most children count with confidence.
- Their emerging skills are used across a range of curriculum areas.
- Their mathematical vocabulary is developing well.
- The more able children are not challenged sufficiently.

### Commentary

30. The children are making satisfactory progress in their early understanding of number, shape and measure. Many children in reception can handle simple calculations with numbers to five and ten and the more confident are beginning to work with higher numbers. There is a good range of games and puzzles, specifically designed to support early understanding of number, which are used well. The staff use games and activities effectively to support number work and children are enthusiastic about their lessons. Teaching and learning are very good in the nursery and satisfactory in the reception classes. In all the classes, the well-planned use of a range of resources captures and holds children's interest. Their use of mathematical vocabulary is developing well. They have the ability to describe shapes by their properties and enjoy games where they have to guess a shape from its description.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children have suitable opportunities to explore and learn about their world in the classroom, outdoors and further afield.

#### Commentary

31. Children make appropriate progress in this area of learning because they have plenty of opportunities to experience a wide range of activities. Teaching and learning are at least satisfactory in reception, and consistently very good in the nursery. The children are interested in all activities presented to them and make suitable gains in their learning. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by observing, handling and discussing a variety of objects. In one class they are knowledgeable about the birds which visit their outdoor area, and have photographs, nests and eggs to examine in their room. Adults use questioning well to extend the children's vocabulary, and use of language, to explain their thoughts and ideas, and to encourage children to think about their world. They are enjoying their current topic of 'People Who Help Us' and during the inspection were learning about the fire service. Activities are planned well to support and extend learning through the topic in all curriculum areas.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Children have good opportunities to develop their physical skills on a range of large exercise equipment.
- They are developing their expertise in the use of pencils, scissors and other small tools.

#### Commentary

32. Children in the nursery have almost continuous access to a fenced outdoor area adjacent to their classroom. It is in use as often as possible and is well-resourced. Children in the reception classes have a similar suitable area. Its use is planned well and it is used effectively for a range of outdoor activities. Each reception class has two indoor and two outdoor physical education sessions each week. Indoor activities include gymnastics, dance and drama. Planned physical education sessions are used to develop children's skills and co-ordination and good use is made of the timetabled sessions in the school hall. Teaching and learning in this curriculum area are good overall with a very good lesson in reception, and an excellent nursery lesson observed. Fine motor movements are developed effectively through the use of pencils, brushes, scissors and small construction apparatus. Children have good opportunities to manipulate a range of small equipment with dexterity. Children in the nursery weighed and mixed the ingredients for pancakes, and sampled the results with enthusiasm!

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play.
- Access to a range of resources for creative work promotes freedom and independence.

### Commentary

33. Children have a range of opportunities to develop their creativity. Planning of this area is carefully thought out, giving children a range of experiences. Teaching and learning are satisfactory in the reception classes and very good in the nursery. They use a wide variety of tools and materials to create images. Many examples of children's work were on display and showed that they have used many different techniques and media. They understand about mixing paint and can describe how orange can be created by mixing red and yellow. They handle play-dough and use a variety of tools to create different effects. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. They have many good opportunities to use their imagination through role-play and are enjoying play in the 'Marshfield's Post Office'.

## SUBJECTS IN KEY STAGE 1

### English

Provision for English is **satisfactory**.

### Main strengths and weaknesses

- Standards of attainment in reading are above average.
- Leadership and management are good.
- Use of assessment of pupils' progress is good.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes are very good.
- Teachers do not pay sufficient attention to developing pupils' oral and writing skills.

### Commentary

34. The overall standards of attainment for English are in line with the national average. They are rising, although this represents a decline since the previous inspection. Results of the national tests for pupils at the end of Year 2 in 2003 were well above average in reading and above average in writing. These results were average when compared to results in similar schools.
35. By the age of seven, pupils' speaking and listening are average. The more able are very articulate. They demonstrate this at school council meetings. Teachers ensure pupils learn specific subject vocabulary using enjoyable resources such as 'feely bags' to identify different materials. However, the majority do not speak more than single words or phrases when answering questions. This is mostly because teaching does not sufficiently encourage pupils to initiate comments or lead discussions. Pupils rarely assess one another's work in detail in other subjects such as in physical education. There is little role-play. Pupils are polite in listening to one another, especially in group work. More able pupils are confident in one-to-one discussions with an adult. They speak fluently about books using a wide vocabulary. The majority are hesitant in this situation, and less able pupils find discussion difficult.

36. Attainment in reading is above average. The majority of pupils are fluent and expressive in their reading, although some need to look further ahead in the text. They locate information in the library and use the contents and index pages. More able pupils read demanding texts confidently. They enjoy explaining why they like particular passages and identify good features of their favourite author's work, such as Roald Dahl's descriptions. A few discriminate between different genres.
37. Attainment in writing is average. The majority of pupils use full stops and capital letters inconsistently. However, they are developing a sense of structure and style. Their handwriting is joined but varies in size and shape. Spelling is below average. More able pupils are not yet writing complex sentences. Pupils present their work neatly. Less able pupils struggle with most aspects of their writing.
38. The quality of teaching is satisfactory. Marking is constructive and helps pupils improve their literacy skills. However, although the curriculum covers statutory requirements, long-term planning does not include much use of computers. Short-term planning for lessons is a strength in catering for pupils' different needs, so that they are often good or very good. For example, when they are introduced to dictionary skills, more able pupils tackle long words such as 'photograph'. There is a good balance of input and group activities. Consequently, pupils show interest and behave very well. Learning assistants provide pupils with special educational needs with good support so that they are included. Pupils with English as an additional language make progress in line with their peers.
39. The co-ordinator provides effective leadership and management. She collaborates very well with the staff to make improvements based on a focused action plan. She closely monitors teaching and learning and has ensured that systems for tracking pupils' progress are thorough. Teachers make good use of assessments to plan to meet pupils' individual needs, aided by a portfolio of their work. Most of these improvements in provision are recent and have not yet had their full effect on learning.

### **Literacy across the curriculum**

40. Teachers need to provide more opportunities for pupils to use their literacy skills in other subjects. Occasionally they write accounts, such as of a nature walk but, overall, this is a weak feature of the curriculum. The subject makes a satisfactory but not planned contribution to pupils' spiritual, moral, social and cultural development.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils with special needs are supported effectively.
- Pupils' achievements are good.
- Teachers provide pupils with many good opportunities to practise their skills in number.
- Pupils confidently use a wide range of strategies to work out solutions to problems.

### **Commentary**

41. Results of the national tests in 2003 for pupils at the end of Year 2 were above average when compared to all schools nationally. They were average when compared to similar schools. Standards pupils attain are above average in the subject and their achievement is good. Boys and girls from all groups attain equally well. Pupils in Year 1 know what each digit in a two-digit number represents. Pupils in Year 2 are aware that addition is the inverse of

subtraction and some higher attaining pupils already understand the concept of negative numbers. The high standards noted at the time of the previous inspection have been effectively maintained.

42. The quality of teaching is good. Teachers plan work carefully in year groups to ensure that pupils in parallel classes have equality of access to the curriculum. Teachers are confident in the subject and make good use of numeracy strategy techniques to make lessons interesting and to gauge how well pupils have understood what they have just been taught. They give pupils good, regular opportunities to work things out for themselves. As a result, pupils from all groups make good gains in their learning. They enjoy their lessons, behave well and develop confidence in using a variety of different methods to work out their answers. This has a positive impact on pupils' social development as they develop self-esteem.
43. The quality of assessment is good and information gained is used well. Teachers share the learning objectives for lessons with the pupils and their parents, which enables pupils to develop a better understanding of how well they have achieved. Pupils with special educational needs are supported well in their learning. Their targets are regularly reviewed and updated, using information from careful assessment. Classroom assistants are given good information on how to support these pupils in lessons and they make good progress towards these individual targets as a result.
44. On occasion teachers provide pupils with good opportunities to use ICT skills in their mathematics lessons. These opportunities are beneficial to developing pupils' skills in both subjects, as a result. However other opportunities are sometimes missed to provide higher attaining pupils with extension work, for example, or to allow pupils who find a concept hard opportunity to revise it.
45. Leadership and management of the subject are satisfactory. The co-ordinator has been absent long term, due to illness, but has a sound knowledge of standards in the subject across the school. She is starting to develop a sample file of work at different levels to help teachers in making assessments. There is a suitable emphasis on maintaining a practical approach to teaching in the subject and there are plans to review progress in the forthcoming months with the advice of a consultant. The co-ordinator has not had opportunity to monitor teaching and learning in recent months, but this is planned. The need to further develop monitoring was also noted at the time of the previous inspection.

### **Mathematics across the curriculum**

46. Mathematics is used satisfactorily to support pupils' learning in other subjects. For example in producing graphs linked to work in science.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers place appropriately high emphasis on giving pupils opportunities to investigate and question how things work.
- Assessment is good and is providing an accurate picture of standards throughout the school.
- Leadership and management are good and have led to improvement in standards in recent months.

## Commentary

47. Standards are currently in line with those expected at the end of Year 2 and pupils from all groups achieve satisfactorily. This is a drop in standards since the time of the previous inspection which judged standards to be good. However it indicates improvement since the previous year, when teacher assessments were below those attained nationally and well below similar schools. Pupils in Year 1 are aware of a range of properties of different materials, for example, and classify them as 'bendy', 'shiny' or 'smooth'. Pupils in Year 2 recognise that plants and animals grow and are able to sort them into broad categories.
48. The leadership and management of the subject are good. As a result of the audit of standards, there has been a school focus on the subject. The co-ordinator has monitored pupils' work in books and identified the areas of strength and the areas that require improvement. The scheme of work has been reviewed giving high profile to practical activities and assessment has been improved. Assessment is regular and linked effectively to the topics that have just been taught. The co-ordinator uses this information efficiently to evaluate the subject and monitor pupils' progress across the whole school. She is developing a sample file of work of different levels to help teachers in their assessment of standards.
49. The quality of teaching is satisfactory overall and some lessons are good. As a result pupils of all levels of ability and from all groups, including those pupils with special educational needs and those with English as an additional language, make steady satisfactory gains in their learning. Teachers work effectively to maintain pupils' interest and enthusiasm and to make lessons enjoyable. They have suitably high expectations of pupils' behaviour and response. As a result, pupils behave well. They pay attention to what they are told and concentrate well. Teachers provide pupils with suitable opportunities to develop language and vocabulary, for example in a Year 1 class when pupils described the objects they were touching in the "feely bag". There are good opportunities to measure and record work in graphs and tables in work linked to mathematics. However, although computers are used effectively in some lessons, many opportunities are missed for pupils to use computers to research information, for example, or to write up their work. Planned opportunities for pupils to experience awe and wonder are few and so the subject is not used as well as it might be and its contribution to the development pupils' spiritual development is only satisfactory. Pupils with special educational needs are given good quality support and make good progress towards their learning targets.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- There are limited opportunities for teachers to plan for a whole class to work on computers at the same time.
- On occasion there are good links to other subjects but on many other occasions opportunities are missed.
- The co-ordinator has a very clear view of the strengths and weaknesses in the subject and is developing a clear and relevant tracking system to monitor pupils' progress.

## Commentary

50. Standards in ICT are in line with those expected for pupils' ages by the end of Year 2 and pupils' achievements are satisfactory. This represents an improvement since the previous inspection, when standards were judged to be unsatisfactory. The co-ordinator has a clear idea of what needs to be done to improve standards further and has written an action plan. She is developing a clear and relevant tracking system, including using pupils' own evaluations of their work, so that pupils' progress can be monitored throughout the school. She has



monitored teaching and learning and teachers' planning and so has a good knowledge of how often the subject is used and is developing a sample portfolio of pupils' work.

51. The quality of teaching and learning is satisfactory overall, which is an improvement since the previous inspection, which judged it to be unsatisfactory. The curriculum covers all of the required aspects of the subject and all pupils have their own folder and floppy disc to save special pieces of work. Teachers' confidence and skills have been successfully improved through training and this is having a positive impact on planning to use ICT to support other subjects. Links are established with literacy and numeracy but frequently opportunities are missed to use computers to support work in other subjects.
52. Part of the difficulty lies in the organisation of the computers the school has. Most classes have just one machine, and two of the classes have two. The recently acquired laptop machines are not yet used to their fullest potential. The accommodation does not easily allow for desk-top computers to be wheeled into and out of rooms, as two of the classrooms are in demountable buildings in the playground. The tendency is for teachers to try to manage with the one or two computers they have in their class, instead of bringing them together on occasion in one central place. As a result, whole class lessons to teach pupils new skills are difficult to organise and finding opportunities afterwards for pupils to use computers to practise their new skills without missing part of the next lessons is difficult.

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

53. The use of ICT to support work in other subjects is satisfactory. In some lessons, such as in a mathematics lesson during inspection, computers are used effectively, but often opportunities are missed.

### **HUMANITIES**

54. Not enough evidence was available to make secure judgements about provision in **geography** and **history**. Nevertheless, a representative group of pupils was interviewed and written work was scrutinised. One history lesson was observed. Discussions with pupils suggest that their attainment is in line with national expectations in geography. They are aware of natural and man-made features of their environment and explain their likes and dislikes in relation to Ottershaw. The more able describe some of the symbols used in maps and are beginning to compare different countries. Pupils' written work shows that teachers need to demonstrate consistent high expectations of thinking and writing and use appropriate praise for the satisfactory work. They also mark a significant number of inaccuracies as correct, and accept unfortunate generalisations about people from different countries. The interview in history suggested that pupils were beginning to have a sense of chronology. Resources for both subjects are too limited.

### **Religious education**

The provision for religious education is **good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 are above those expected.
- Standards have improved since the time of the last inspection and reflect the school's Christian ethos.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Teaching is good.

## Commentary

55. Since the previous inspection standards have risen and they are above the expectations of the Locally Agreed Syllabus at the end of Year 2. Pupils' achievement is good. They are introduced to an appropriate range of world faiths, including Christianity, and are developing a good understanding of the similarities and differences between them. Many understand the notion of worship as being central to religion, and are developing good understanding of the use of symbolism in religion. They talk of warm candle flames reminding them of the warmth of Jesus. The school's Christian ethos is supported and developed well in religious education lessons and the subject features in all the classes. For example, in the nursery a display on the theme of prayer being like a telephone encourages children to 'pick it up and use it every day. Hello God.....' and children have been observed doing exactly that.
56. The quality of teaching and learning is good overall. Lessons are prepared well and the delivery of individual lessons captures pupils' interest and attention. A good feature of teaching is the use made of local centres of worship, such as the church, as a resource. This practice of supporting pupils' understanding of religion through first-hand experience is currently being extended and pupils in Year 2 recently visited the Shah Jahan Mosque in Woking. The subject co-ordinator has plans to invite speakers from other faiths to extend pupils' understanding and knowledge. Pupils' response in lessons is good and is matched well by their recall of their learning. Pupils in Year 1 spoke knowledgeably about artefacts and furniture they would find in their local parish church prior to them making a visit. They understand that the Bible is divided into Old and New Testaments and that the New Testament includes Jesus' life and work. A visit from a local Christian drama group engaged the pupils' interest well.
57. The co-ordinator is new in post. She already has a good overview and grasp of the subject, and how it could be further improved. The school uses the local education authority Agreed Syllabus, together with the local diocesan syllabus. Assessment currently takes place through the evaluation of planning. Resources are appropriate, and sufficient, and are used effectively to support learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. **Art and design, music and design technology** were not a focus of this inspection. A review of pupils' work suggests that standards are in line overall with national expectations. Where art has been imaginatively taught, for example in a project on William Morris in Year 2, standards are higher. A display to support the topic demonstrates pupils' good understanding, and skilled use, of a variety of techniques in their creative work. Singing was observed in assemblies and a practical session held with a representative group of pupils. The standard of pupils' singing is in line with national expectations. Pupils sing in tune and show rhythmic accuracy. Pupils show this accuracy in imitating and composing different phrases using claps and taps. They are beginning to improvise effectively. Resources for music are good with a wide variety of tuned and un-tuned percussion. Pupils have suitable opportunity to learn to play the recorder.

## Physical education

Provision in physical education is **unsatisfactory**.

## Main strengths and weaknesses

- Standards of attainment are below expectations and pupils' achievement is unsatisfactory.
- Pupils' attitudes are unsatisfactory.
- The quality of teaching and learning and assessment of pupils' performance is unsatisfactory.
- Accommodation and resources are good.

## Commentary

59. Pupils' attainment is below national expectations. This is principally linked to the quality of teaching, which is unsatisfactory overall. Inadequate management of pupils' behaviour prevents plans being carried out successfully. Pupils pay too little attention to instructions, and move with poor body control. Their achievement is unsatisfactory, because they do not progress from the high levels of skill they demonstrate in the nursery. In the one very good lesson, the teacher raised the quality of learning and standard of work to be above average. Moreover, pupils showed very positive attitudes and behaved very well. After a purposeful and quiet warm-up, pupils set out the resources they needed safely. They learnt to collaborate closely to produce long smooth sequences of balanced shapes in groups. The teacher organised the lesson very well so that all pupils were included in demonstrating and maturely discussing the quality of one another's work. Only in this lesson did the more able pupils and those with special educational needs achieve their true potential. The other lessons contributed very little to pupils' personal and social development.
60. A new co-ordinator has taken over the subject very recently. She recognises the weaknesses in provision that have developed since the last inspection. She has thorough plans to make improvements. These include developing a satisfactory system for assessing pupils' learning, more opportunities for dance and in-service training to improve teachers' knowledge and skills. The school's facilities already provide ample space and high quality resources to develop pupils' learning effectively.

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

### **Personal social and health education**

Provision in personal, social and health education is **good**.

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

- Pupils are given good opportunities to develop a sense of responsibility and independence.
- Assessment is good and pupils' progress is monitored effectively.

#### **Commentary**

61. This aspect of pupil's development is well led and managed effectively. The high standards noted at the time of the previous inspection have been maintained. The scheme of work for personal, social, and health education (PSHE) is good and covers statutory requirements, including preparing pupils for citizenship. It also includes sex education at a level suitable for the pupils' age. It is thorough and backed up by termly assessment of pupils' knowledge and understanding. The school is successful in its work on promoting pupils' social awareness. Good provision takes place both in and out of class. Good social skills are effectively encouraged through the school's approaches to developing pupils' sense of community.
62. Teaching and learning in the subject are good. Regular weekly lessons, together with the school's approach to care, contribute well to pupils developing self-confidence, knowing how to keep healthy, acting as responsible people, and relating well to others. There is a good balance between sanctions and rewards in relation to pupils' social interactions. The school is considering monitoring pupils' personal and social development on a more formal basis. Pupils achieve well and the standards they attain are good.
63. A good range of extra-curricular activities provides pupils with the opportunities to work and develop their personal and social skills. There are a number of initiatives, such as school council which make a positive contribution to the life in school and which help pupils develop their understanding of community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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