

# INSPECTION REPORT

## **ONSLOW INFANT SCHOOL**

Guildford

LEA area: Surrey

Unique reference number: 125067

Headteacher: Mrs L. Jennings

Lead inspector: Mr G.R. Logan

Dates of inspection: 21–23 June 2004

Inspection number: 257091

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:	Community
Age range of pupils:	4–7
Gender of pupils:	Mixed
Number on roll:	157
School address:	Powell Close Onslow Village Guildford Surrey
Postcode:	GU2 7DD
Telephone number:	01483 532726
Fax number:	01483 453068
Appropriate authority:	The governing body
Name of chair of governors:	Dr J. Bullock
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

Onslow Infant School serves a residential area of Guildford, close to the University and the Royal Surrey Hospital. While much of the housing in the immediate area is privately-owned, a growing proportion of pupils come from further afield and the intake is socially and culturally diverse. The school is of similar size to many infant schools. The majority of the 157 pupils are from White European backgrounds, with around 20 per cent of pupils of mixed-race or other family background. Three pupils are at an early stage of learning to speak English as an additional language. A below average proportion of pupils (12 per cent) have special educational needs, for mainly moderate learning difficulties. Two of these have statements. This is a relatively mobile community - around 17 per cent of pupils left or joined the school during the last school year. The proportion of pupils receiving free school meals, 6.5 per cent at present, is below the national average (19 per cent). The profile of pupils' attainment when they enter the school is average in most years, but with a considerable spread.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G.R. Logan	Lead inspector	Mathematics Information and communication technology Physical education English as an additional language
32655	Mr J. Bostock	Lay inspector	
8139	Mrs B. Johnstone	Team inspector	English Art and design Music Special educational needs
11901	Dr D.P. Lowe	Team inspector	Areas of learning in the Foundation Stage Science Design and technology Geography History Religious education

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** It has a very supportive, caring ethos and successfully includes all pupils. Pupils benefit from very good teaching and achieve very well. Currently, standards are well above average overall. The headteacher and co-ordinators are very effective and work very well with governors. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average. Pupils achieve very well.
- Provision for pupils in the Foundation Stage is a significant strength.
- Provision for pupils with special educational needs and for those with English as an additional language is very good; they make very good progress.
- Teaching is very good across the school. Pupils learn very effectively.
- Pupils have very good attitudes and behave very well. Their spiritual, moral, social and cultural development is very good.
- The school's partnership with parents and the community is very good.
- The leadership of the school by the headteacher is very good. Governors are very effective.
- The curriculum is very good and provides a wide range of opportunities for pupils. Extra-curricular provision is limited.

The school has made good progress since the last inspection. All issues have been successfully tackled. Assessment has improved and is now very good overall. There are no concerns relating to supervision at playtime. Financial management is good. There are no statutory omissions. The high quality of teaching has been sustained in spite of significant changes of staffing. High standards have been sustained, even though children's attainment on entry to the school is lower than it was.

### 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	C	A	A
Writing	A	C	B	C
Mathematics	A	C	A	A

*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 achieve very well overall.** Almost all children in Reception have already reached the goals set for the end of the Reception year and many have exceeded the expected level. Standards in Year 2 are well above average in English, mathematics and science. Pupils' literacy skills are used very well across the curriculum. Standards in ICT are above average. The school provides well for higher attaining pupils.

Pupils with special educational needs achieve very well because of the very good support they receive from support staff. Pupils with English as an additional language also achieve very well. Ethnic minority pupils are well represented among the higher attaining groups.

**Pupils' attitudes, values and other personal qualities are very good.** These factors contribute significantly to their learning. **Their spiritual, moral, social and cultural development is very good.** Relationships and behavior are very good. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided is very good. Teaching and learning are very good.** Pupils make very good progress. Teachers have very good relationships with their pupils. Assessment procedures are very good and are used with increasing effectiveness. Pupils are increasingly encouraged to evaluate their own work. They have a mature approach and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs, and those with English as an additional language, is very effective. Learning support staff are very effective. The curriculum is very good and pupils have a good range of opportunities to learn. Extra-curricular provision is limited. Pupils receive very good care and support. Very good induction procedures help new children to settle quickly. Child protection procedures are good. Provision for pupils' personal, social and health education is good. The school has a very good partnership with parents, good links with other schools and very good community links.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher provides very good leadership and has created a very effective team of staff. Subject co-ordinators are knowledgeable and increasingly effective. The school evaluates its work diligently and makes very good use of available data. The governing body is very effective and governors manage the school efficiently. Financial management is good. Statutory requirements are met. School administration is efficient.

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

Parents are very happy with the school. They are very happy with the standards achieved and feel that the school is well led. The level of parental involvement is very good. Pupils enjoy school. They work hard and enjoy lessons and their friends. They relate well to their teachers and appreciate the care shown towards them.

## **IMPROVEMENTS NEEDED**

This is a very successful school and there are no significant key issues for action. The following development points are relatively minor:

- Consider extending the range of activities freely available to all pupils outside the school day;
- Develop further the resources available for ICT and the use of ICT in subjects across the curriculum.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is very good. Currently, standards are well above average in English, mathematics and science by the end of Year 2.

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

- Provision in Reception is very good, giving children a good start to their education.
- Standards by the end of Year 2 are well above average in English, mathematics and science.
- Pupils achieve very well as a result of the very good teaching. Expectations are high.

#### **Commentary**

1. At the 1998 inspection, standards were well above average across the school. Children had a very good start in Reception and this was built upon well in Years 1 and 2. This very positive picture has been effectively sustained in the intervening period in spite of a changing and increasingly diverse intake and significant changes in staffing. Pupils' achievement is very good. With the exception of 2002, where the year group had several pupils with special educational needs, national test performance at Year 2 has, for the last four years, consistently been well above average overall. In 2003, a well above average proportion of pupils achieved the challenging Level 3 in reading, mathematics and science and an above average proportion in writing. In relation to similar schools, overall standards in reading and mathematics were well above average; in writing they were average. This is a relatively mobile community, in part because of the significant number of pupils from University or hospital families. Not all pupils have the benefit of three full years in the school.
2. There are no differences of significance between the performance of boys and girls. Both groups are making similar rates of progress. The achievement of pupils with special educational needs is very good. This is due to the very good support pupils receive from teachers and learning support assistants and from planned work which is very well matched to individual pupils' needs. As a result, the majority of pupils achieve the targets set for their work. Pupils from minority ethnic groups are strongly represented among the highest performers in the school. The school monitors the progress of all ethnic groups rigorously. Pupils at an early stage of learning English as an additional language are supported well, mainly by learning support staff; those few in the school at present have made rapid progress.
3. While the school does not at present formally identify pupils considered to be gifted or talented, the generally high standards mean that such pupils are likely to be provided for well. The school provides additional teaching on two days per week, in very small groups, for the most able pupils in Years 1 and 2 in numeracy. This has a very beneficial effect on the progress they make.

#### **Foundation Stage**

4. Attainment on entry to the school is around the average overall, but with a significant minority of children at higher levels. Overall, attainment on entry is not as strong as it was, since the school now draws from a more diverse catchments area. Most children in Reception have had some pre-school experience and are well-prepared for entry to school. They benefit from very good induction procedures and settle well into school routines. Very good teaching, planning and assessment procedures ensure that children make very good progress and achieve very well in all areas of learning. Almost all children in the current group have achieved the Early Learning Goals in all areas, with a significant number exceeding these.

## Years 1 and 2

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

Standards in:	School results	National results
reading	17.7 (16.1)	15.7 (15.8)
writing	15.9 (14.3)	14.6 (14.4)
mathematics	18.0 (16.4)	16.3 (16.5)

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

- Standards by the end of Year 2 in 2004 are likely to be well above average in reading, writing, mathematics and science. This is a similar picture to 2003. Higher level attainment in mathematics is promoted very effectively. Standards are as good as they are because of the very good teaching, the commitment of staff and parents and the very good management of individual subjects. Underlying literacy skills are good and these are used very well across the curriculum. Opportunities to apply pupils' numeracy skills are satisfactory. Pupils' skills in ICT are developing rapidly and are used increasingly well to support learning in other subjects. Standards in history and religious education are well above average.

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

Pupils' attitudes and behavior are very good. Their spiritual, moral, social and cultural development is very good. Attendance and punctuality are good.

### Main strengths and weaknesses

- Pupils behave very well.
- Pupils have very good attitudes to their work and learn very well.
- Pupils have very good relationships with their teachers.
- Pupils' personal and academic development is enhanced well through assemblies and 'circle time' and the programme of visits.

### Commentary

- The school's high expectations of pupils' behaviour are underpinned well by an effective policy of encouragement, rewards and sanctions, where necessary. Behaviour in lessons during the inspection was very good. During playtimes pupils were lively and full of controlled energy, enthusiasm and imagination, despite the poor weather. Lunch time is a pleasant occasion with pupils generally having good table manners and tidying away carefully.
- Pupils are keen to come to school and attend well. They concentrate and apply themselves to their learning. They co-operate well together, work hard individually and are keen to participate and be involved. They ask questions readily, are enthusiastic, listen and contribute well. For example, in a lesson about what it means to belong to a faith group they were keen to ask questions and learn more. They were polite and waited their turn to ask questions.
- The very good relationships pupils have with adults result in a safe, happy and disciplined environment in which they are able to learn well. Teachers provide a safe atmosphere in which pupils can be ambitious with their work by encouraging responses from all pupils, praising their successes and helping them to improve their work. Teachers are caring of the well-being of all pupils. Consequently, pupils respect their teachers and are confident when approaching and talking to staff. Also they feel comfortable turning to staff for help and support when they are upset.

9. The school has a well structured programme of visits and visitors which allows pupils to develop the social and cultural aspects of their learning. They broaden their horizons and learn about the wider community in which they live from visits by groups such as the police, the fire brigade and local shopkeepers. On visits, pupils develop their social skills in wider settings, mixing with other groups of children and adults. Work displayed around the school demonstrates their work on International themes, such as African food and cloth dyeing and holiday visits to various parts of the world.
10. Daily assemblies are used well to develop spiritual and moral messages for pupils, such as belonging to different faith groups, how the world was created, how friends should behave, and how people are different – and special. ‘Circle time’ was introduced this year and is still being developed to support these aspects of pupils’ development.

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

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
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.*

11. Attendance levels in 2002/3 were good and during the current school year have improved further. There were no exclusions last year – or in the current year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is very good. Teaching and learning are very good. The curriculum is very good. Extra-curricular provision is very limited. Pupils are cared for very well. The partnership with parents is very good.

**Teaching and learning**

Teaching is very good overall. Assessment is very good.

**Main strengths and weaknesses**

- Teaching is very good and pupils achieve very well.
- Teachers’ use of assessment information to plan future work is very good.
- Teaching assistants support pupils with special educational needs very well.
- Pupils are increasingly encouraged to evaluate their own work and to become independent learners.

**Commentary**

12. At the 1998 inspection, teaching was, as now, very good overall, with no unsatisfactory lessons observed. The proportion (almost two-thirds) of very good or excellent teaching reported at that time has been maintained at a similar very high level. This is a notable achievement given that there has been a high level of staff change since the last inspection.

**Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	8	1	0	0	0

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

13. In the Foundation Stage, staff have a very good understanding of the areas of learning and work very well in partnership with parents. Lessons are very well prepared and planning is very good, taking very good account of individual needs. Teaching and learning in the lessons observed were very good, enabling children to make good progress. Staff achieve a good balance between child-initiated learning and activities planned by staff. There is an appropriate focus on the development of key skills in literacy, numeracy and in personal, social and emotional development. Relationships are very good. Children's progress is carefully assessed and recorded. Assessment systems are very thorough and effective.
14. Very good teaching supports very good achievement for pupils in Years 1 and 2. Almost all teaching observed was good or better. Pupils are challenged well. The teaching is rigorous and motivates pupils very well. Effective use of teachers' specialist skills, for example in music, ensures that pupils have a high quality experience. This has a positive effect on standards. Pupils show a growing capacity to work independently or collaboratively. This encourages them to be more self-sufficient in their learning. Occasionally, over-use of worksheets limits the opportunity for pupils to develop skills in independent recording. This is sometimes the case in mathematics. Teachers question pupils well and in the best lessons encourage them to think strategically to devise ways of approaching a problem which can be applied on other occasions. This approach was used well - for example, in several lessons which involved problem-solving in mathematics. Planning is thorough and is revised as the week progresses to reflect the current needs of individuals.
15. Pupils with special educational needs are supported very well in class or when occasionally withdrawn for extra support. Learning support assistants make a very effective contribution to pupils' progress. Teachers know their pupils well and are involved in writing each pupil's individual education plan. These education plans contain small, achievable targets and are regularly reviewed. The previous inspection found some weaknesses in the writing of individual education plans. The school has now successfully dealt with this issue.
16. Pupils with English as an additional language are supported very well in the school. They integrate quickly and, though there is no specialist language support, soon acquire a working knowledge of English in line with their peers. Learning support staff make a significant contribution to the progress of these pupils, using materials developed within the school.
17. Teachers' methods are well chosen to assist pupils in gaining knowledge and developing understanding. There is, for example, a good level of first-hand learning in science, where pupils experience a creative investigative approach. History and geography curricula are well-supported by visitors and the local environment. The school has developed very good planning structures with plenty of guidance for staff to draw on. Curriculum links are clearly identified and well-established, so that teachers can work efficiently. Clear objectives are set for learning. These are frequently referred to in lessons. Very good use is made of assessment to support the planning of work which is matched to pupils' needs. Pupils are given helpful comments, when work is marked, to help them improve their future work, although the rigour of marking varies. Pupils are being trained to evaluate their own work and that of others, sometimes by discussing their work with their 'talking partner'.
18. Teachers make effective use of data to track pupils' progress and identify areas of weakness. Learning support staff make an important contribution to the collection of evidence. Pupils' progress is effectively tracked in writing and numeracy, and this helps with target-setting. The school wishes to develop pupil use of self-assessment procedures further. Outline assessment procedures are in place for most foundation subjects. The use of homework to support pupils' achievement is good. Homework is set consistently and makes a good contribution to pupils' learning.

## The curriculum

The school provides a very good curriculum, which is enriched satisfactorily overall. Accommodation and resources are good, overall.

### Main strengths and weaknesses

- The provision for visits and visitors to the school is very good.
- Provision for pupils with special educational needs is very good.
- There is very good curriculum innovation. Cross-curricular links are very well developed.
- The provision for learning outside the school day is very limited.

### Commentary

19. The curriculum meets all the requirements of the National Curriculum. The literacy and numeracy strategies are very well established. Religious education is taught in line with the locally agreed syllabus. A very good focus is given to the non-core subjects. Schemes of work are thorough and lessons are very well-planned. This ensures that there is good progression in pupils' learning. Occasionally, the time allocation is flexible, enabling activities to be continued if pupils' interest is strong. Cross-curricular topic-based activities provide very good opportunities for pupils to be involved in a range of learning experiences. A recent topic on the Fire of London involved pupils in activities such as dance, drama and model making. A range of visits, such as those to the Living Rainforest at Newbury, the parish church and the Alice Holt Woodland Park, extends the curriculum effectively. There have been visits to the school from Farnham Museum and from the Science Bus. Pupils have recently taken part in a health and fitness week and in a geography week.
20. There is very good provision for pupils with special educational needs and all requirements for these pupils are met. They have access to the whole curriculum. Pupils with English as an additional language are supported very well and generally make rapid progress in their knowledge and understanding of English. The curriculum is appropriately adapted, and suitable resources provided, to meet their needs.
21. The school provides well for pupils' personal, social and health education. 'Circle time' is used as a means of sharing ideas and discussing things that are important to pupils, although the school aims to develop this further.
22. Although the school does much to enhance pupils' intellectual development, there is a lack of freely accessible extra-curricular provision. An outside agency enables pupils to take part in sporting activities, but sessions have to be paid for by parents. However, the school pays for tennis lessons for Year 2 pupils at the local club. French lessons are also available for a fee.
23. The school is very well staffed, with extra staff to support group teaching. Learning support assistants make a valuable contribution to the curriculum provision. All staff work very well together as a team. Accommodation is good, although there is no spare space. It is clean and well-maintained and enhanced by displays of pupils' work. The lavatories have been refurbished since the last inspection. There are attractive grounds surrounding the school. The quality of displays inside the school is very good and much effort goes into maintaining a stimulating and attractive learning environment, which is let down by the shabby external decoration of the building. Resources are good overall. However, the two separate ICT suites, though useful and generally well-used, are small and do not facilitate whole class teaching. There are no interactive computerised whiteboards to aid teaching.

## Care, guidance and support

The school takes very good care of its pupils. It provides pupils with very good support, advice and guidance and takes good account of pupils' views.

### Main strengths and weaknesses

- Care and welfare arrangements are very good.
- Pupils have very trusting relationships with staff, enabling them to learn effectively.
- Pupils receive good guidance on how to improve their work.
- The role of the school council could be developed further.
- Health and safety matters are carried out satisfactorily, although procedures could be more systematic.

### Commentary

24. The welfare of pupils is well managed by the school through its careful processes for child protection, staff development, use of healthcare experts and recently introduced risk assessments. All necessary policies are in place and are reviewed regularly. As a result, staff are fully aware of required procedures and pupils feel safe and secure.
25. Caring attitudes by all adults in the school ensure a safe and happy environment in which pupils feel secure and valued and which is conducive to their learning. They are all encouraged to participate fully in lessons and the other activities available to them and they feel teachers listen to their comments. When pupils are upset, there is always an adult available to look after them and nearly all pupils recognise this. Parents are pleased with the individual care given to their children.
26. The work of pupils is closely assessed in all key subject areas and this forms the basis of revised learning plans for them. They are given targets about how to improve their day-to-day work and are able to identify these.
27. A school council was introduced this year but so far has not been successful in providing a forum for pupils' ideas to be considered, having only met a few times. The school plans to develop the operation of the school council further in the light of what other infant schools do.
28. Regular checks and maintenance of buildings, grounds and equipment are carried out and the site is free from litter and graffiti. The buildings are secure and access for visitors is managed well. The grounds are pleasantly maintained, with planting areas for pupils and playground areas that include a pirate ship and many sheltered seating areas for pupils. However, health and safety checks could be carried out in a more systematic way.

## Partnership with parents, other schools and the community

Links with the community and partnership arrangements with parents with are very good. Links with other schools and colleges are good.

### Main strengths and weaknesses

- Parents support their children's learning well by working closely with the school.
- Community links are very supportive of pupils' development.
- Links with other academic institutions benefit pupils and the school.
- The school provides good information for parents.

## **Commentary**

29. Many parents work in school supporting teachers by listening to reading or making story sacks, as well as helping with trips. The very active Parent Teachers' Association is successful in fund raising (which is used to support identified priorities in the school development plan), as well as contributing practically to work at the school. Parents have lobbied successfully to have a tarmac footpath constructed near the school to ensure the safety of pupils.
30. Community involvement is focused on supporting curriculum subjects and pupils' personal growth. There are visits to a museum, a local civic event with the mayor, and local woodland and park areas. A theatre group and a circus group have visited the school as has the University Science Bus. There are good links with the local church which support assemblies well and enable pupils to visit the church and discuss religious and historic subjects. The parents' prayer group helps with some assemblies. Pupils support several charities through fund raising. Elderly people from local houses visit the school for fetes and tea afternoons, as well as for Christmas events.
31. There are good links with local play schools and nurseries which facilitate the smooth induction of pupils. The school also benefits from its links with another local infant school, sharing ideas and some teaching initiatives.
32. The transfer of pupils to local junior schools is handled satisfactorily. Secondary school pupils come to the school on work experience visits and students from a local college come on placements.
33. The school provides parents with good information about the school and the pupils. Regular newsletters and the new web site are informative about daily school life and planned events. The web site was initially developed by a parent. There are three meetings a year for parents to discuss pupils' progress and examine their work, as well as assemblies which celebrate pupils' successes. Further meetings allow parents to find out about curriculum plans, as well as providing information about how to help children with spelling and reading. The school prepares an informative Record of Achievement with specific information and an individual action plan for each child.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher leads and manages the school very well and is very ably supported by key staff. The governance of the school is very good.

### **Main strengths and weaknesses**

- The governing body takes an active role in shaping the vision and direction of the school and provides a good level of challenge and support to the school.
- The very clear vision and high aspirations of the headteacher and key staff lead to very good attainment and achievement for all pupils.
- Very efficient management systems reflect the emphasis on self-evaluation and commitment to improvement.

## **Commentary**

34. The headteacher provides very good leadership. She is very ably supported by senior staff. They have high aspirations for the school and form a very effective team. There is a strong commitment to raising pupils' standards and achievement by continually improving the quality of education provided. Strategic planning fully reflects the school's aims and values. Leadership of the curriculum and teaching is strong, based on a framework of shared values. Aspect and subject leaders are very good role models for other staff and pupils, and give

careful consideration to future developments. They inspire, motivate and influence staff and pupils, thereby establishing a very positive climate for learning. There is a very strong commitment to inclusion and the development of pupils' independence and self-esteem.

35. The management of the school is also very good. The school has established very good systems for the regular monitoring and evaluation of the progress of pupils in English, mathematics and science. These provide clear evidence of achievement, and enable effective action to be taken where necessary. In other subjects, the analysis of assessment information is used very well to identify strengths and weaknesses in learning, and to inform teaching. The management of all subjects is very good. Subject leaders monitor the quality of teaching and learning and teachers' plans. This practice is to be extended to pupils' written work. They carry out an annual evaluation and incorporate their findings into subject action plans, which provide a clear sense of direction for future improvement. The school manages the recruitment, retention, deployment and workload of staff very well. Together with very good induction procedures, performance management and the continuing professional development of staff, this is a crucial factor in bringing about improvement.
36. The governance of the school is very good. The governing body is very well led and organised, under the leadership of a dedicated and very experienced chairman. Members of the governing body give very generously of their time and varied experience, in support of the school, and take full advantage of available training opportunities. Governors have a very good understanding of the strengths and weaknesses of the school, as a result of the monitoring undertaken by individual governors and committees. They take an active part in the school's development and ensure that the school fulfils its duties with regard to special educational needs, English as an additional language, race equality, disability, gender, and inclusion. Governors challenge, as well as support, the leadership and management of the school and are prepared to take difficult decisions, if necessary.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	426,809	Balance from previous year	98,045
Total expenditure	422,531	Balance carried forward to the next	102,323
Expenditure per pupil	2,761		

37. Day-to-day financial management and administration are good. Routine procedures run smoothly and the bursar and office staff provide very good support for staff and pupils. The school was last audited in July 2003. A very small number of minor procedural matters were raised and these have been dealt with. Funding is targeted effectively to secure the best provision for pupils. The school has accrued a considerable under spend, significantly in excess of the recommended levels. This is partly the result of circumstances beyond the control of the school and partly through cautious budgeting, in the context of falling numbers on roll, to preserve, at least temporarily, current levels of staffing. The surplus is likely to be reduced to half its present level during the current school year. The governing body will then review its spending strategy. The school is well-funded in national terms. Standards are high and the school is very effective. It provides good value for money.

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

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

Provision in the Foundation Stage is **very good**.

Standards on entry to the Reception year (Foundation Stage) match those expected for children of this age, overall, with a significant minority of pupils achieving standards above those expected. The achievement of all children, including those who are being monitored for possible special educational needs and those for whom English is not their first language, is very good. A broad and enriched curriculum is in place. Standards at the end of the Reception year are above those expected for children of this age and for a significant minority of children they are well above.

Leadership of the Foundation Stage is very good. The Foundation Stage co-ordinator has a very clear vision for future development. Her management is very good. Through her knowledgeable leadership of the curriculum and teaching, she provides a very good role model for staff and has created a very effective team. The level of care and the quality of support are very good. Teaching is very good and leads to very good learning. Teachers encourage and challenge children and insist on high standards of behavior. They are very well supported by teaching assistants. Children's very good attitudes, behavior and relationships and their ability to maintain concentration contribute well to their very good achievement. Thorough assessment of children's progress informs planning and is used very well to meet individual needs. Accommodation is good. The outdoor area is well equipped and is used very well to complement the indoor classroom. Improvement since the last inspection has been good. The Foundation Stage is a strength of the school and the cornerstone on which Year 1 and Year 2 continue to build.

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

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

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

- There are planned opportunities for children to become independent learners.
- Care is taken to ensure that all children are given equal opportunities.

#### **Commentary**

38. Standards in personal, social and emotional development are above those expected for children of this age. Children make very good progress and achieve very well as a result of the very good teaching. The school is very flexible in its arrangements for admitting children into school on a full-time or part-time basis. Carefully planned activities engage their interest and match their learning needs. They respond very well to what is provided and soon become independent users of the classroom and the outdoor area. Space is used imaginatively to create a stimulating learning environment, in which very good resources are accessible to children and encourage autonomy and independence. They learn to select and use resources independently. Children are encouraged to initiate ideas and explain what they are doing. They are given opportunities to plan and carry out some activities on their own and then review their learning, so that they know what to do next to improve. Children are expected to consider the consequences of their behavior and to be sensitive to the needs, ideas and feelings of others. Most children understand the difference between right and wrong and gradually accept the need for class rules and a common code of behavior. They learn by the end of the Reception year that people have both similarities and differences and deserve to be treated with respect. When leading an assembly for the whole school, they confidently demonstrated knowledge gained during a recent 'geography week', enabling older pupils to

learn new facts about Africa. As they re-enacted the story of 'Handa's Surprise', other children had the opportunity to observe a variety of African fruits, clothes and musical instruments, learn the names of African animals and consider the problem of shortage of water.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are carefully planned opportunities to develop children's language.
- Basic skills of speaking, listening, reading and writing are taught very well.

#### **Commentary**

39. Standards in communication, language and literacy are above those expected for children of this age. Children of all abilities make very good progress and achieve very well as a result of the very good teaching. They are taught to speak clearly, in sentences, and to be good listeners. They are encouraged to talk about home, the community and journeys that they have made. The early emphasis on sounds, letter shapes and word-building skills helps children's language development. Their language skills are also developed well through role-play, listening to stories and sequencing events as, for example, when they went for an imaginary ride in Mr Gumpy's motor car. They each made an excuse as to why they could not push the car when it broke down, such as, 'Not me, I might spoil my new shoes'. Sessions are structured to provide time for individual choice, sustained concentration and decision-making. The National Literacy Strategy is introduced gradually in Reception, in preparation for its full introduction in Year 1. Children extend their vocabulary well and use a widening range of words to express their ideas. They develop their reading skills through listening to traditional stories and poems, reading individually to adults and using non-fiction texts for information. They are taught to develop good letter formation through practical experience and have many opportunities to apply their writing skills. Most children use their developing knowledge of sounds and letters well, when trying to write words that are new to them. They explore the meaning and sound of new words, for example when they used onomatopoeia to create washing machine poems. They learn to write in sentences and show a good awareness of the use of capital letters and full stops.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Children's mathematical skills are extended and reinforced through well-planned practical activities.

#### **Commentary**

40. Standards by the end of the Reception year are above those expected for children of this age. All children make very good progress in counting, reading, writing, comparing and ordering numbers, and achieve very well. This is due to very good teaching. Oral work in each lesson is reinforced through practical activities and programs on the computer. Most children recognise numerals to twenty and count to 100. They use the correct vocabulary well when adding and subtracting, and have an early understanding of the connection between addition and counting on. The National Numeracy Strategy is introduced well, in stages, in preparation for learning in Year 1. Children are able to compare two groups of objects, saying whether they have the same number, 'more than' or 'less than'. They make good progress in ordering objects by length. They describe some of the properties of simple shapes and how they printed with

them when making an African 'kanga'. Through sand and water play, they have a good understanding of capacity and weight, and use words such as 'heavier' and 'lighter', with understanding. They use positional language well, such as 'next to', 'in front of' and 'behind'. They also use the vocabulary of time and money correctly. They confidently spent up to 50 pence in real money, when visiting an 'African market' to buy food, using their knowledge of addition to buy more than one item and their knowledge of subtraction to be able to give change. Most children use their developing mathematical ideas and methods well to solve problems, such as how to make a programmable toy move in a certain direction.

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

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Children's understanding is developed well through a wide range of activities.

#### **Commentary**

41. Standards in knowledge and understanding of the world are above expectations for children of this age and often well above. Children make very good progress and achieve very well, as a result of very good teaching. The strength of this aspect of the curriculum lies in the fact that subject leaders include planning for the Foundation Stage in their whole school planning, so that children are prepared very well for entry into Year 1. For example, children develop scientific knowledge of 'pushes' and 'pulls', as they investigate how people use objects such as cafetieres, whisks and staplers. They investigate why some objects float and others sink. With support, they design and make a machine to carry a space ship from a factory to a launch pad. When investigating living things, they make broad observations and simple predictions about their growth and record them well, pictorially. Children learn to describe a route and identify landmarks and natural features. Their learning about places beyond their own experience is enriched through links made with countries that children have visited. Children's historical knowledge is extended, as they investigate how machines developed and examine artefacts from the past. Computer skills are developed progressively and children use a range of software to support the development of phonics, reading, writing, number, sorting, matching and word processing skills. They successfully program a computerised roamer to move forwards and backwards for a given distance and explain what they have done in an assured and confident manner. They type labels for the classroom and use a digital camera confidently to take photographs of other children, when making passports. Children make very good gains in their knowledge of the cultures, values, traditions and beliefs of others, as they listen to stories from other religions and cultures and learn about places that are special to people. Their understanding of being part of a community develops well through visits and visitors.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Very good opportunities are provided for children to respond to rhythm and music.

#### **Commentary**

42. Standards in physical development are above those expected for children of this age. They make very good progress and achieve very well, as a result of very good teaching. Good use is made of the well-equipped outdoor area as well as the school hall. Children are taught to develop an awareness of space through a range of activities. The majority of children move

with confidence, imagination, control, co-ordination and an awareness of others, both in the hall and outside. They respond very well to rhythm, music and stories through movement, and understand the need to stop and start on request. Children negotiate space successfully, adjusting speed and changing direction to avoid obstacles. Climbing equipment is used safely. Children use a range of body parts well, as they travel along, over and under equipment. In conjunction with their current topic on machines, children used a variety of body parts to contrast the flowing movement of wheels turning with stronger piston movements. They develop a good range of basic skills, using small and large equipment. Their awareness of the importance of exercise and a healthy diet improves, and they recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well. Children demonstrate increasing control in handling tools, objects and construction materials safely.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**.

### **Main strengths and weaknesses**

- There are many opportunities for children to explore a variety of media in art, to make and listen to music and to use their imaginations.

#### **Commentary**

43. Standards in creative development are above those expected for children of this age, as a result of very good teaching. Examples of children's work demonstrate very good progress and achievement over time, in all aspects of creative development. Learning areas are well-organised and resourced and this has a positive effect on children's creativity. With very effective guidance and support, they use primary colours imaginatively in their paintings and are able to differentiate and mix colours successfully. Their ability to make close observational drawings is apparent in their drawings of machines. Using a variety of techniques, they show developing skill in creating patterns and pictures. They develop skills in making models, using construction kits and reclaimed materials. As adults work alongside children and talk to them about their task, children improve their language skills and extend their vocabulary. They work well both independently and in groups and show good skills for their age, when drawing, painting, sewing, threading and joining materials. Classroom displays demonstrate the value placed upon children's own work and children exhibit their own chosen examples in a special 'gallery'. Children's musical skills develop well, as they communicate their ideas imaginatively through music, dance and role-play, and accompany music with their bodies, voices and percussion instruments. They recognise sound patterns and loud and quiet sounds, and sing simple songs from memory. When composing and performing washing machine music, they sequenced the activities well, from the beginning to the end of the cycle, selecting suitable instruments to represent the sounds made by a washing machine.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Standards in English are well above average.
- The quality of teaching is very good and has a positive effect on pupils' learning.
- There is very good provision for literacy across the curriculum.
- The school is aware of the need to develop further the library provision.

## Commentary

44. The 2003 test results for pupils in Year 2 were well above the national average in reading and above the national average in writing. When compared to similar schools, the results for reading were the same, but were average for writing. The predicted results for 2004 in reading are similar, but the results for writing are likely to be slightly lower. Inspection findings show that standards in the current Year 2 are well above average in speaking and listening, reading and writing. The test results do not reflect the well above average standard of writing seen in the classroom during the inspection. There is no significant difference in the attainment of boys and girls. Pupils achieve very well. Pupils with special educational needs make the same progress as other pupils. This is due to the very good support they receive from teachers and learning support assistants. Higher attaining pupils make very good progress in all aspects of the work.
45. Pupils' speaking and listening skills are very good. Most pupils speak clearly and in sentences. They begin to use an increased vocabulary and express their thoughts logically. For example, two Year 2 pupils spoke about the class book they edited which recorded a visit from Florence Nightingale. The pupils showed very good communication skills when explaining each section of the book and spoke clearly and convincingly to their audience. Pupils listen very well in class. They listen very carefully to instructions and enjoy hearing their peers speak. All pupils concentrate very well in assemblies.
46. Standards in reading are well above average. Pupils enjoy reading a range of different texts. They make good use of sounds to help them read unknown words. They retell stories and talk about their favourite character. Higher attaining pupils read fluently. They use expression very effectively to make the reading come alive for the listener. Although there are a few pupils who are not so confident, almost all make good progress in acquiring new skills.
47. By Year 2 pupils' writing skills are well above average. Pupils write confidently and at length. They quickly write down their ideas and show a good knowledge of different vocabulary and spelling patterns. They use their imaginations well when writing descriptions in poems. They understand how a story can be written to make it more interesting to the reader. Many pupils write with a good, clear cursive script and present their work well.
48. Teaching and learning are very good. Teachers show a very good knowledge of the literacy strategy and ensure that the needs of all pupils are met. Lessons are very well planned to promote learning. This was evident in a Year 1 lesson when the teacher questioned pupils about their visit to Painshill Park. She encouraged them to think about the events of the day and showed them an account of her own visit to London. Pupils were encouraged to use words such as *before*, *after* and *later* in their writing. As a result, pupils improved their descriptive skills and understood how, with the addition of these words, their accounts became more accurate. The provision for homework and for pupils to use ICT to enhance their work is good.
49. Leadership and management are very good. The co-ordinator has a clear overview of the provision. She has identified ways to monitor the provision more closely, so as to ensure that pupils make the best possible progress. Assessment procedures are very good and carefully track each individual pupils' progress. The library is well-resourced and is to be further improved. Visitors to the school make a significant contribution to pupils' learning. The Pied Piper Theatre Company has performed for pupils. There has been a Book Day, where pupils dressed up as different characters. The literacy governor makes an outstanding contribution to the provision across the school.
50. Improvement since the last inspection has been good. The standard of pupils' work has improved and the school has been successful in maintaining the quality of teaching. The resources for English have improved.

## Language and literacy across the curriculum

51. Pupils are given a wide range of experiences across the curriculum to promote their literacy skills. Opportunities are provided for pupils to express their ideas, both in oral and written form. Pupils read aloud in class and this enables them to gain confidence in speaking in front of an audience. The effective use of drama provides opportunities for pupils to improvise short scenes. Pupils' writing skills are regularly practised in lessons. For example, in geography, Year 2 pupils make a leaflet about their work on the rainforest. They write a diary in the style of Samuel Pepys in history and design a poster about looking after the world in religious education. Year 1 pupils design and write information for seed packets.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Standards are well above average. Pupils achieve well. Higher attainers are well-supported.
- Teaching and learning are very good.
- The quality and rigour of marking could be improved.
- Too much use is made of worksheets. This inhibits the development of pupils' independence.

### Commentary

52. Standards in mathematics are well above average in Year 2. The very good provision for the higher attaining pupils, with two withdrawal sessions each week in Years 1 and 2 and input from a specialist teacher, is a significant strength and largely underpins the extent of the higher level attainment in the school. Almost half the pupils in Year 2 are working confidently at the demanding Level 3. The school has effectively sustained the high standards in mathematics which have existed for several years and have built well upon the above average standards reported at the last inspection.
53. Pupils' achievement is good, and consistent across the school. Pupils of all abilities do well – the higher attainers because of the specific provision for them and average pupils because class sizes are reduced and their needs receive more specific attention from the class teacher. The achievement of pupils with special educational needs is similar to the others, particularly when they are receiving good support. This was very evident in one Year 1 lesson where two support staff were working with groups of pupils in the classroom. This was well-planned and extremely rigorous input and promoted pupils' learning very effectively.
54. There is a very good focus on reinforcing basic numeracy skills. Pupils experience a broad range of work. However, while there are reasonable opportunities for independent recording from an early stage, there is an over-reliance on worksheets. This could be improved, so promoting even more independence. Otherwise, expectations of the presentation of work are secure. The school is making good use of practical and investigative work to secure pupils' understanding of key mathematical concepts at present, although the co-ordinator is keen to build on this approach further. Pupils make good use of practical resources, such as number fans and whiteboards, during the directly-taught elements of their numeracy sessions to help work out their answers.
55. Teaching and learning are very good. In the best lessons, teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. This was seen in several lessons. They question pupils carefully to ensure that they understand. There is some use of computers by pupils to support learning in mathematics, but it is not, at present, a significantly strong feature. Across the school, pupils' learning is supported very well by the positive attitudes which they bring to their work.

56. Teachers use assessment well to guide their planning of future work. Teachers identify targets for each session, rather than using individual target-setting in mathematics. Pupils are increasingly encouraged to evaluate their own understanding. Plenary sessions are used well by teachers to evaluate the extent of pupils' learning and their understanding. Marking is at least satisfactory in most classes, with some guidance as to how pupils can improve their performance, but there is scope for greater rigour in approach. Homework arrangements are consistent and good.
57. Leadership is good. The co-ordinator provides a good role model for others and has a clear understanding of what needs to be done to move the subject forward. There have been good opportunities for professional development in the current year, with good access to outside expertise.

### **Mathematics across the curriculum**

58. Pupils use mathematics satisfactorily to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. There are some links with ICT.

### **SCIENCE**

Provision in science is **very good**.

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

- Systematic planning of cross-curricular links provides very good opportunities to consolidate and extend pupils' skills.
- Emphasis on investigative skills has a very positive effect on achievement.

#### **Commentary**

59. Standards are well above average in Year 2, both on the basis of past performance and evidence seen during the inspection. In the 2003 teacher assessments, 96 per cent of pupils achieved the expected Level 2 with a significant proportion, 39 per cent, obtaining the higher Level 3. All pupils in the current Year 2 are expected to achieve Level 2 or above, with almost half on target to achieve Level 3. Standards have been consistently above national expectations, since 1999, except in 2002 when standards were similar to those found nationally. There is no difference between the attainment of boys and girls and all achieve very well, including those with special educational needs and those with English as an additional language. There are challenging tasks for average and higher attaining pupils and extension activities for those who complete the given work. Improvement since the last inspection has been good.
60. Teaching and learning are very good, overall. Strengths common to all teaching are teachers' very effective planning, their ability to inspire pupils, the valuable support provided by teaching assistants and the ways in which all pupils are fully included in learning opportunities. Strengths of learning are pupils' enthusiasm and motivation and their ability to work well both independently and in groups. Assessment is thorough and constructive and is used very well to plan work for pupils with different learning needs, so that they are consistently challenged. As a result, pupils make very good gains in their knowledge, skills and understanding. There is a strong emphasis on scientific enquiry skills. Pupils are encouraged to predict possible outcomes, carry out experiments, and present their findings based upon their analysis of evidence. Very good teaching in a Year 1 lesson enabled pupils to explore sounds using their sense of hearing and to understand how sounds can be used in different ways. In two very good lessons in Year 2, pupils followed up a mini-beast hunt. They made a fact file on the

computer, researching information, using a 'bug dial' to ask and answer questions about a variety of mini-beasts and observing woodlice with a view to carrying out a fair test experiment to establish optimum conditions for them.

61. Very good opportunities are provided to reinforce pupils' literacy skills through discussion, research, the recording of investigation results and the correct use of scientific terms. Their mathematical skills are developed very well through, for example, measuring and through recording the results in tables, charts and graphs. Pupils develop their computer skills well; for example, when entering and storing information on a database.
62. Subject leadership and management are very good. The subject leader has played a key role in improvement and has clear and achievable plans for the future development of the subject. The curriculum is enriched by science activities which involve whole year groups and, occasionally, the whole school. These activities heighten pupils' interest in science. There are plans to establish an environmental area, which will provide opportunities for practical investigations.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Pupils have a broad range of opportunities which extend their ICT skills well.
- Good use is made of ICT to support pupils with special educational needs.
- The school intends to enhance teaching further by investment in interactive whiteboards.

### **Commentary**

63. Only one lesson was observed in information and communication technology and it is not possible to make a judgement on teaching. However, on the evidence available, it is likely that standards are above those normally expected by the end of Year 2. The school benefits from the good level of access which pupils have to ICT outside school. It has also structured a thorough programme to ensure that pupils have a broad range of experience in ICT in Years 1 and 2. This is supported well by the mini-suite shared by the two classes in each year group, although the limited capacity of each suite does not facilitate whole class work. Teachers have a good knowledge and understanding of the subject and pupils' work is very well presented, particularly in Year 1. Teachers make good use of the projection facilities in each room. The school has not yet invested in interactive whiteboards, although staff are now keen to extend their skills in that direction. Good use is made of ICT to support pupils with special educational needs. Good progress has been made in developing manageable assessment systems in order to track the development of pupils' skills in ICT although there is further work to do on this. The co-ordinator is knowledgeable and effective and has a good grasp of the strengths and weaknesses of the subject. Progress since the last inspection has been good.

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

64. While the primary focus in Years 1 and 2 is on the teaching of basic computer skills, the school is working hard to make effective use of ICT in subjects across the curriculum. There was evidence during the inspection of the use of ICT to support learning in science and in art. Planning now identifies opportunities for staff to use ICT to enhance pupils' learning and progress overall has been good.

## HUMANITIES

65. In **geography** it was not possible to form an overall judgement about provision, standards, achievement or teaching, as only one lesson was observed. In a lesson in Year 2, pupils used their knowledge of rainforests, gained during last week's 'geography week', to compile a leaflet about rainforests. They developed their geographical enquiry skills, knowledge and understanding, as they used books, leaflets, videos and photographs to gather information. Very good teaching and learning led to well above average standards and very good achievement. An examination of teachers' planning and pupils' work indicates that the curriculum is creative and enriched, and provides very well for the progressive development of pupils' knowledge, skills and understanding. Cross-curricular links are carefully planned. Pupils use geographical enquiry skills and literacy skills to compare and contrast Guildford with the Isle of Struay, and with Tenby. Year 1 pupils made links with mathematics, as they followed direction clues to find Pooh Bear on a visit to Painshill Park. They also followed directions to find their way around Alice Holt Forest. Displays provide evidence of the very good learning and achievement that took place during last week's 'geography week', when the Reception year studied Africa, Year 1 learnt about Australia and New Zealand and Year 2 studied rainforests. Displays are of a high standard. The travels of Otis Owl introduce pupils to five different continents. Very good resources support learning well. Ongoing assessment is used very well to respond to individual needs. Leadership and management are very good. The subject leader has a very clear vision for the future development of the subject and provides very good support for staff and pupils.

### History

Provision in history is **very good**.

#### Main strengths and weaknesses

- The emphasis on historical enquiry skills promotes independent learning effectively.

#### Commentary

66. Standards are well above those normally found in Year 2, and pupils of all abilities achieve very well. Their well-presented and detailed written work shows very good progress over time. During the inspection, pupils in Year 2 used photographs to identify features in Guildford High Street that are no longer there today, such as gas lamps and horse-drawn vehicles. Pupils in Year 1 have researched changes in the local area and learnt about toys and houses in the past. They have also looked at seaside holidays in the past. Pupils in Year 2 study famous people of the past, such as Florence Nightingale and Samuel Pepys, and great events, such as the Great Fire of London and Remembrance Day. They use their literacy skills to write reports, diaries and eye-witness accounts. Mathematical skills are developed through time-lines. Very good resources contribute to pupils' learning. Projectors, videos and photographs are used very well to bring history alive.
67. Teaching is very good and leads to very good learning. Strengths of teaching are teachers' very good subject knowledge, emphasis on enquiry skills, encouragement of independent research and high levels of expectation and challenge. Pupils' interest is engaged and they apply a high level of effort to their work. They use their research skills well, to find the answers to historical questions.
68. Leadership and management are very good. The subject leader is knowledgeable and enthusiastic and has a very clear vision for future development. The curriculum is enriched through historical role-play and drama, visitors such as 'Florence Nightingale', and visits to Painshill Park to learn about life in the seventeenth century. Ongoing assessment is very

good and is used very well to meet the needs of all pupils. Self-assessment is also encouraged and pupils have a very good understanding of how they can improve. Improvement since the last inspection has been good.

## Religious Education

Provision in religious education is **very good**.

### Main strengths and weaknesses

- Cross-curricular links and the use of drama have a positive effect on standards.

#### Commentary

69. Standards in Year 2 are well above the expectations of the Surrey Agreed Syllabus. Pupils of all abilities make very good progress and achieve very well. All classes study Christianity. In addition, Judaism is studied in Year 1 and Islam in Year 2. Analysis of pupils' work and a lesson observed in Year 2, demonstrate pupils' developing knowledge and understanding of the key figures of each religion, their practices, beliefs and places of worship. Pupils have some understanding of the similarities between religions, as well as any differences.
70. Teaching is very good and leads to very good learning. Strengths of teaching are teachers' very good subject knowledge, high expectations, and the opportunities that they provide for pupils to reflect on their own beliefs and ideas. During the inspection, pupils in Year 2 increased their knowledge of what it means to be a member of a faith group and, through witnessing a mock baptism, they learnt about how people become a member of God's family. The ceremony was made more realistic by the fact that the classroom was set out like a church, pupils sat in 'pews', the teacher was dressed as a vicar and the 'child' was 'baptised' in a font. The whole ceremony was a very spiritual occasion and a number of pupils who attend church regularly were keen to share their knowledge.
71. The curriculum is enriched by drama, art, music and dance, visits to the church and visits from the vicar. Muslim children in Year 2 and a teaching assistant are always willing to talk about their faith. Pupils use their literacy skills well in discussion, writing and research. Their cultural development is enhanced through their studies of major world religions. Pupils apply themselves very well to their work and have a good knowledge of their own learning. Ongoing assessment is used very well to enable teachers to respond to pupils' individual needs.
72. Leadership and management are very good. The subject leader is enthusiastic and knowledgeable and provides valuable guidance for staff. She has a very clear vision for the future development of the subject. Through her monitoring of teaching and learning, she has a good understanding of the achievement of individual pupils. Improvement since the last inspection has been good.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. In **design and technology**, no lessons were observed and it was not possible to make overall judgements on provision, standards, achievement or teaching. The curriculum builds effectively upon the good skills developed in the Foundation Stage. The emphasis is on examining how things are made, learning new skills, planning, designing, making and evaluating products. The use of visual images provides a good stimulus for pupils' creativity. Very good resources and cross-curricular links support an enriched curriculum. Speaking, listening, discussion and written evaluations develop pupils' literacy skills. Year 2 pupils make puppets and have access to puppets from Thailand and other parts of the world. Good links with science are made as pupils in Year 1 use levers to create moving cards and books and design a seed packet. Year 2 pupils make masks of mini-beasts and create a dance, using skills acquired in dance lessons. They further develop their skills, when designing and making

a vehicle for Santa Claus. Food technology is an important aspect of the curriculum in Year 1. Annual evaluation leads to the setting of new targets for further development. Assessment is used very well to respond to individual needs and pupils are encouraged to carry out self-evaluation. They record their work, using a digital camera. Tasks are generally open-ended and draw on pupils' knowledge and investigative skills. They often involve co-operation with others, thereby developing good social skills. Subject leadership and management are very good. The subject leader has a detailed knowledge of pupils' attainment, as a result of monitoring teaching and learning. She has successfully raised the profile of design and technology.

74. No secure judgement can be made about standards, the quality of teaching or provision in **art and design**, as only one lesson was seen. However, displays around the school show that pupils are given the opportunity to gain skills in working with a range of different media. The activities include close observational drawing, drawing self-portraits, painting and weaving. Year 2 pupils have made snakes and alligators in connection with their work on the rainforest. Good provision is made for pupils to appreciate the work of other artists and to look at a range of art forms from around the world.
75. No lessons were observed in **music** and no judgement can be made about overall standards or the quality of teaching. However, assemblies show that pupils sing well. Pupils have a good memory for the words of hymns and many pupils sing with an accurate sense of pitch. A specialist music teacher visits the school each week and also provides recorder lessons for Year 2 pupils. Opportunity is given for pupils to develop confidence as performers. Pupils have taken part in Christmas productions and at Year 2 leavers' assemblies. They have also performed at Holy Trinity Church, Guildford. Peripatetic teachers from the South West Surrey Music Service have visited the school to play to pupils.
76. No lessons were observed in **physical education** and it is not possible to make a judgement on standards, teaching or overall provision. The curriculum plan indicates that pupils have a broad range of opportunities in physical education, including gymnastics, games and dance. Good links are identified with other subjects – for example, to literacy, in the recent *Lighthouse Keeper's Lunch* topic and to mask-making (design and technology) when recreating the life cycle of a butterfly in dance. Staff have recently undertaken in-service training in dance and the co-ordinator feels that this has had a very positive effect on standards. Pupils have the opportunity for tennis coaching in Year 2 and a number belong to a paid activities club which operates in the school hall. The co-ordinator has a very close knowledge of her subject and can identify both strengths and areas for improvement. Formal arrangements for assessing pupils' progress are limited.

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

77. There were few opportunities to evaluate the overall provision for PSHE and no judgement is possible on provision. However, the school provides increasing opportunities for pupils to express their ideas and explore their concerns. The school has introduced more structured 'circle time' in the current year, which encourages pupils to express feelings and opinions and to listen to one another, although it feels that there is further work to do on this. Good opportunities are developed through, for example, themed events, such as the recent Healthy Living week, and through religious education lessons. The potential of the recently-established school council has yet to be effectively realized.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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