

## INSPECTION REPORT

**SHERE CHURCH OF ENGLAND VOLUNTARY AIDED  
INFANT SCHOOL**

Shere

LEA area: Surrey

Unique reference number: 125246

Headteacher: Mrs S. Firth

Lead inspector: Mrs S. Barnes

Dates of inspection: 12<sup>th</sup>-14<sup>th</sup> January 2004

Inspection number: 257459

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |   |
|------------------------------|---|
| Type of school:              | Infant  |
| School category:             | Voluntary aided                               |
| Age range of pupils:         | 4-7   |
| Gender of pupils:            | Mixed   |
| Number on roll:              | 70  |
| School address:              | Gomshall Lane<br>Shere<br>Guildford<br>Surrey |
| Postcode:                    | GU5 9HB                                       |
| Telephone number:            | 01483 202198                                  |
| Fax number:                  | 01483 202 726                                 |
| Appropriate authority:       | The governing body                            |
| Name of chair of governors:  | Mr B. Litchfield                              |
| Date of previous inspection: | 1/6/1998                                      |

## **CHARACTERISTICS OF THE SCHOOL**

The school is much smaller than other primary schools with 70 boys and girls on roll, between the ages of four and seven. These pupils come from generally advantaged, mainly white British homes in the village and surrounding areas and there are no pupils who are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is below the national average, at 8.6 per cent. The number of pupils identified as having special educational needs is below average, although the percentage of pupils with statements is above average. School records show that there are significant variations between the sizes of classes, attainment and proportions of pupils with special educational needs year-on-year. Currently there are two pupils at the stage of school action and one pupil with a statement for physical disabilities. In addition, the school has a "concerns list" where staff can record information and carefully monitor other pupils who are having difficulties. Attainment on entry to school is above average overall. Parents attending the pre-inspection meeting were fulsome in their praise for the school and for the head teacher. There has been a complete change of teaching staff since the previous inspection. The school has recently been awarded two achievement awards and an award for working in partnership with parents.

## **INFORMATION ABOUT THE INSPECTION TEAM**

| Members of the inspection team |                     |                | Subject responsibilities   |
|--------------------------------|---------------------|----------------|--|
| 16249                          | Mrs Sheelagh Barnes | Lead inspector | English<br>Mathematics<br>Information and communication technology (ICT)<br>Creative, aesthetic, practical and physical subjects |
| 19361                          | Mr Keith Ross       | Lay inspector  |  |
| 31975                          | Mrs Kay Andrews     | Team inspector | Foundation Stage<br>Special educational needs,<br>Science<br>Personal, social and health education and citizenship<br>Humanities |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. It is very efficiently led by the headteacher. Staff, parents and governors all work together very effectively for the benefit of pupils and standards are high. Standards at the end of Year 2 are above average overall and all pupils achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics and in personal, social and health education and citizenship are very good.
- Leadership of the headteacher and management of the school are very good.
- The partnership with parents is excellent.
- Provision for pupils with special educational needs is very good.
- The ethos of the school is very good. Pupils' attitudes to school are very good and they say they enjoy coming.
- Care, welfare, health and safety of pupils are very good.
- Teaching is good and the teaching of writing skills is good overall. However, too little importance is given to pupils' early drafting of their written work.

The school has shown a very good level of improvement since the previous inspection. All of the issues raised have been effectively resolved. The curriculum provided for pupils is now good, with appropriate depth and balance and good regard to their spiritual and cultural development. The provision for information and communication technology (ICT) is now good and pupils' achievements are good. Systems for monitoring teaching and learning are good and school development planning has greatly improved and is detailed and clear. The cost effectiveness of spending decisions is examined carefully. In addition, there have been significant improvements in how well the school is led and managed, in standards in teaching and learning, extra curricular provision, in the quality of care, guidance and support provided for pupils, in the links with parents, and in the accommodation and resources for learning.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| Reading   | A*          | A*   | B    | B               |
| Writing   | A           | A    | C    | C               |
| Mathematics   | A*          | A    | B    | 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. A\* indicates results in the top five per cent of schools nationally.*

Overall, the achievement of boys and girls of all levels of prior attainment is **good**. There are fluctuations year on year, due to significant variations in proportions of pupils with special educational needs in some years and the small size of some year groups. However, most children start school with standards above those expected for their age. They make good progress in all six areas of learning towards the goals they are expected to reach by the end of Reception, and their achievements are good.

By the end of Year 2, standards are above average in English, ICT and science and well above average in mathematics and personal, social and health education and citizenship and pupils' achievements are good. The numbers of pupils who take the national tests each year are small, and this makes comparisons year on year and with similar schools, difficult to make. In the tests in 2003

results for writing were average. There were a higher proportion of pupils with special educational needs of a significant nature. However, compared to their ability, these pupils also achieve well due to the very good support they are given. Higher attaining pupils achieve well and attain standards commensurate with their abilities.

The overall quality of pupils' personal development is very good. Pupils have very good attitudes to school and their behaviour is good.

Pupils' spiritual, moral, social and cultural development is **good**, because of the high priority placed on this aspect of their development. School prepares pupils very effectively for life in a diverse multi-ethnic society. Attendance is average, mainly because a significant number of parents take family holidays in term time. Pupils are generally punctual and lessons start on time.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**.

The quality of teaching and learning is **good** overall. The most effective teaching is seen in the class for the oldest pupils where it is consistently at least good and frequently very good. Teachers have high expectations of pupils' behaviour and boys and girls respond well to the effectively planned lessons, showing good levels of concentration. Pupils with special educational needs are given good levels of support from skilled classroom assistants and, as a result, achieve well.

The curriculum is good overall and is very effectively enriched with a very good range of extra activities.

Procedures to provide a caring and safe environment for pupils are very good, and the provision for their guidance and support is good. The school pays very high regard to pupils' views about their school. The school's partnership with parents is excellent and makes a positive contribution to pupils' achievements. There are very good links with the community and other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is **good** overall. The management of the school is **very good**.

The leadership of the head is very good and has resulted in the formation of a fully committed team with shared aims and ideals. Governors regularly visit the school to help in many practical ways and do a good job in supporting and challenging the senior management.

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

Parents and pupils regard the school very highly. Questionnaire responses and comments at the pre-inspection meeting were overwhelmingly positive. The school is very diligent in seeking and acting upon parents' views and, as a result, they are comfortable approaching with any questions, suggestions or concerns.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Identify strategies for improving writing.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement of pupils is **good** overall. Pupils currently attain standards which are above average in writing, information and communication technology and in science. In reading, speaking and listening, mathematics and personal and social development standards are well above those expected for their ages. Pupils with special educational needs, and potentially higher attaining pupils, achieve well.

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

- All pupils achieve well.
- There has been significant improvement in pupils' listening skills, which are now very good.
- Pupils' achievements in mathematics are very good.
- Standards in information and communication technology have improved significantly since the previous inspection.
- Children in reception achieve well in all six areas of the curriculum.

#### **Commentary**

1. Attainment on entry to the school varies from year to year but overall is above average. Children of all levels of prior attainment in the reception class make good progress and their achievements are good in all six areas of learning for young children. By the end of the reception year the vast majority will have exceeded the goals children are expected to reach in speaking and listening, reading, personal and social skills, and knowledge and understanding of the world. They will at least meet the expected goals in writing, mathematics and creative work, and some will exceed them. In physical development, fine skills such as manipulating tools and materials are good. A judgement cannot be made on children's skills at balancing and climbing as it was not possible to observe this during the inspection.
2. Results in national tests for pupils at the end of Year 2 vary, due to differences year-on-year in this small school, with some classes having a far higher proportion of pupils with special educational needs than others. Standards are generally above average overall in English. In some years standards in reading have been very high and in the top five per cent of schools nationally. In tests in 2003 standards were above average. Writing has been well above average in previous years and in 2003 was average when compared to all schools nationally. It was also average when compared to similar schools. This represented good achievement for those pupils in reading and writing as a high proportion of them had special educational needs. Work seen during the inspection, indicates that currently standards are above average throughout the school in writing, and pupils achieve well. In reading and in speaking and listening, standards are well above average, which also represents good achievement and significant improvement since the previous inspection which noted pupils' listening skills were not as well developed as other areas.
3. In mathematics, standards attained in national tests have also fluctuated in the last few years. However, pupils' achievements in mathematics are very good. This is similar to the judgement at the time of the previous inspection. Standards in the tests for pupils in Year 2 in 2003 were above average, compared with national results. They were well above the results attained in similar schools, where the proportion of pupils eligible for free school meals was the criterion. Observations of lessons and examination of work samples confirms that current standards are high and that pupils are likely to attain results above those expected for this age group.



4. Teacher assessments in science for pupils at the end of Year 2 in July 2003 showed the proportion of pupils attaining Level 2 and above was below average, although in other years it has been 100 per cent. Evidence shows that of the 18 pupils assessed, two pupils particularly were identified as having very serious special needs. Although these pupils achieved well in relation to their prior attainment, the effect on the combined results of this small cohort was considerable. The proportion of pupils attaining the higher Level 3 (56 per cent) was still well above average, which indicates very high standards at the higher level. Inspection evidence shows that all pupils achieve well in science, including those with special educational needs. Standards are currently above average. This is similar to the judgement of the previous inspection.
5. By the end of Year 2, the standards pupils attain in ICT are above those expected for their age. Pupils' achievements are good. The subject is used well to support learning in other areas of the curriculum. This is a significant improvement since the previous inspection, when not all of the required parts of the subject were being taught.
6. Standards in personal and social development and in citizenship are very good and this has a significant impact on behaviour and relationships throughout the school, which are good. In music and history, pupils achieve well and standards are above those normally attained. In geography standards are in line with those expected by the end of Year 2 and pupils' achievements are satisfactory.
7. Pupils with special educational needs make good progress in their learning and achieve levels that are in line with their prior attainment. This is because they are very well supported in lessons and teachers provide work that is at the right level for them.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 18.4           | 15.8             |
| Writing       | 16.0           | 14.5             |
| Mathematics   | 18.6           | 16.3             |

*There were 18 pupils in the year group.*

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

Pupils' attitudes to school are **very good**. Pupils' behaviour is **good**. Other aspects of personal development, including spiritual, moral, social and cultural development are **good**.

**Main strengths and weaknesses**

- Pupils of all ages are enthusiastic about school and say they really like coming each day.
  - Pupils respond well to the high expectations that the school has for pupils' behaviour.
  - Pupils are helped to develop good relationships and high esteem.
8. All pupils, including those with special educational needs, have very good attitudes to school and are happy and secure in their learning. Girls and boys work and play well together and enjoy their activities, both in the playground and in lessons. They talk freely about their enjoyment of visits outside school, visitors to the school and special occasions such as science week. Pupils are encouraged to become independent learners and find out for themselves about the world around them from an early age, as when reception children use books in the library for personal research and when they thoughtfully choose their own activities. In lessons pupils often work for long periods, and as a consequence of good teaching, concentrating very well and are sometimes reluctant to finish when the lesson ends.

9. Pupils have good moral and social values and, as a result, behaviour is good and caring relationships flourish. This is because the school is inclusive of all pupils and although bullying and racism are very rare, all incidents of unacceptable and unkind behaviour are taken very seriously. They are often recorded and involve parents, to ensure that pupils fully understand that such behaviour will not be tolerated. It is also because pupils who have been identified as having emotional and behavioural difficulties are very carefully monitored and supported to ensure they are well-integrated into lessons and helped to keep on task. There have been no exclusions in recent years. The school nurtures a caring approach and charitable causes are exceptionally well supported. .
10. Pupils' personal development is now very good overall. This is a big improvement since the time of the previous inspection when there were many criticisms of this aspect. Pupils now benefit from planned opportunities to experience "awe and wonder" in their work. There are few pupils who come from minority ethnic backgrounds at the school, but the culture of those that are, is fully celebrated. The curriculum is now rich with experiences that help pupils reflect on their local culture but also to help them come to understand that they live in a multi-cultural society. Pupils know their views and opinions are valued and speak with pride of their involvement in the development of the school grounds and their efforts to create an Eco-friendly environment within it.

### Attendance

11. The vast majority of pupils arrive promptly for school and their attendance is **satisfactory**. However, a small number of pupils arrive late. In some cases this is due to their parents being affected by transport problems. Pupils want to attend school, but in-term holidays can lower the attendance of some pupils. The school is trying to reduce holidays in term time.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 5.2 | School data:         | 0   |
| National data:     | 5.4 | National data:       | 0.5 |

*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 that the school provides for pupils is **good**. Activities are planned that are interesting and build effectively on what has already been learnt.

#### Teaching and learning

The overall quality of teaching and learning is **good**. Girls and boys achieve equally well.

#### Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and response to lessons. Pupils' attitudes to their learning are very good as a result.
- Planning is good.
- Pupils with special educational needs are supported very effectively.
- Higher attaining pupils are set work which is at the right level for them and which makes them think hard.
- Assessment is good and pupils' progress is tracked effectively by regular tests and assessments.
- Teaching is of a consistently very high standard in Year 2, where very good use is made of information and communication technology as a tool for teaching and learning.

- The quality of teaching and learning in English and mathematics is good overall, but too little importance is placed on pupils' early drafts of written work as a tool to analyse what they do well and what they still need to practise further.

## Commentary

12. The quality of teaching has improved since the previous inspection, which noted that "The quality of teaching is almost always satisfactory or good". At that time a small proportion of the lessons observed were judged to be unsatisfactory; this is no longer the case. In the current inspection a significant proportion of the lessons (approximately a quarter) were judged to be very good. Many of these very good lessons took place in the class with the oldest pupils, where teaching and learning are of a consistently very high standard, due to the commitment and expertise of the class teacher. Lessons are planned which make very good use of the information and communication systems the school has to explain tasks, research information and practise skills.
13. Teachers expect high standards of behaviour and effort from all of the boys and girls in their charge. Relationships are friendly, but rules are clear and known to all. As a result, pupils know what is expected of them and respond well. Behaviour is good and they apply themselves well to their work. They concentrate hard on the tasks they are set and know that they can ask their teachers for help if there is anything they do not understand.
14. Teachers plan lessons well, so that they follow on from what has been taught before, and pupils make good progress in their learning as a result. Teachers take good regard to information they gather in class discussions at the end of lessons that allow them to gauge what pupils have understood and what needs further explanation or practise. They plan work to ensure that lessons are stimulating and the topics covered appeal to boys and girls alike. They make good use of interactive white boards to demonstrate new skills and introduce new information.
15. Suitably high priority is placed upon assessment and the school regularly monitors how well pupils are doing in the various aspects of literacy, numeracy and science. The information is used well to provide extra support for pupils who are finding learning difficult and also to make sure that higher attaining pupils are given work that stretches them and helps them to fulfil their potential.
16. A big improvement since the time of the previous inspection is the early identification of pupils with special educational needs, which makes it much easier for the school to meet these pupils' needs properly. The individual targets for their learning are reviewed regularly and taken good account of in lessons. Experienced, caring assistants support pupils with special educational needs very well and as a result their achievements are good.
17. Teachers are knowledgeable and confident in teaching literacy and numeracy skills. Lessons place good regard on developing pupils' vocabulary and giving them good opportunities to practise literacy and numeracy skills in other subjects, such as writing about the information they have researched in history or using measuring skills in design and technology or science. Good use is made of homework and pupils regularly read at home or undertake research. This has a positive impact on their learning. However, on occasion too much importance is placed on final neat copies of written work, such as the small books that pupils write and illustrate, and the early first drafts of their work are discarded. As a result, it is not easy for the co-ordinator or any other interested party, including parents to analyse how well pupils are doing with spelling and grammar skills and what they need to concentrate on next. This valuable opportunity for tracking progress is not sufficiently utilised as a result.

### Summary of teaching observed during the inspection in 19 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 5         | 9    | 5            | 0              | 0    | 0         |

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

### The curriculum

Curricular provision is **good**.

### Main strengths and weaknesses

- The curriculum is now well organised to cover all of the required aspects and there are good links between subjects.
- Teachers' planning is very thorough across the curriculum.
- Accommodation and resources are good.
- Provision for children in the Foundation Stage is good.
- Opportunities for curriculum enrichment are very good.
- Provision for pupils with special educational needs is very good.

### Commentary

18. There were many criticisms of the curriculum at the time of the previous inspection. It was judged to "lack depth and balance", ICT did not comply with statutory requirements, planning for personal, social and health education was weak, and provision for the arts was generally weak. There was limited extra-curricular provision and no provision for sports. Pupils lacked understanding of the wider world, although their knowledge of their locality was good.
19. All these issues have been thoroughly addressed and the curriculum is now rich, interesting and varied, particularly because it carefully links work in different subjects together. The curriculum for ICT and all other subjects, including personal, social and health education is now of good quality and all statutory requirements are now met. Monitoring is showing that planning has improved greatly across the school. Records show that staff meetings are more productive and curriculum leaders' roles are clearly defined. Information about cultural diversity continues to improve. The school now provides opportunities to instil awe and wonder in the curriculum, understanding that this has to be planned for. Special occasions, such as science and art weeks are very good and said, by volunteers who attend, to be inspirational.
20. The school is not complacent, however, and recognises that it still has some way to go. The curriculum is still kept under constant review, by regular monitoring, particularly to ensure equality of provision for all pupils, including those pupils with special educational needs and more able pupils.
21. The curriculum for children in reception is good and this enables them to achieve well. Activities are fun, interesting and varied so children are engaged and motivated and cannot wait to have a go. The day starts promptly so no learning time is wasted. This is an improvement since the time of the previous inspection.
22. The school is totally committed to the full inclusion of all pupils, including those with special educational needs. These pupils are very well supported in lessons and in other activities of the school, to ensure that they reap the full benefits and richness of a broad and varied curriculum. Booster and other small withdrawal groups have been established to enable those pupils who are not achieving as well as they might be to reach their full potential. Another high priority for the school is in ensuring that higher attaining pupils reach their full potential.

Adaptations have also been made to the curriculum to enable these pupils to be challenged fully in mathematics and science in particular.

23. Curricular enrichment is a very strong feature and serves the pupils well. Pupils' say they enjoy the after school sporting, art and language clubs that are open to all and function in the summer term. A recent science week produced many benefits to learning and, as a result, an art week, planned for February, will focus on the expressive arts. Drama workshops have been introduced as a result of staff training. Regular visitors to the school, such as musicians, illustrators and authors all help to make the curriculum more interesting, as do visits to local and other art galleries, museums, farms and historic sites.
24. Some significant improvements have been made to the accommodation recently, which include improving access for pupils with physical disabilities. The classrooms are housed in mainly large airy classrooms in historic buildings, set in beautiful surroundings and the school makes the best possible use of this accommodation. Displays of pupil's work enhance the environment and are used well as tools for learning. The newly developed school grounds are a delight for the pupils, who say they have great fun in the new adventure playground and enjoy studying the gardens and pond. A newly refurbished hall, with much improved facilities for gymnastics, was opened during the inspection and already put to good use. Lunchtime is now a pleasant experience for the pupils. There are some restrictions, however. There is no space for withdrawal groups to work, or for an ICT suite, and storage space is still very limited. Resources are generally good and well used, including the small library, where research skills are encouraged from an early age.

## CARE, GUIDANCE AND SUPPORT

The school's provision for pupils' care, welfare and safety and the steps taken to seek and act on pupils' views are **very good**. The advice and guidance for pupils is **good overall**. Arrangements for admitting pupils to reception are **excellent**.

### Main strengths and weaknesses

- The school provides a safe and caring environment in which pupils can learn well.
- Induction arrangements are excellent and strongly appreciated by parents.
- First aid arrangements are very good.
- The school makes very determined efforts to listen to pupils and value their views as part of the school family.
- Support for pupils with special educational needs is very good.
- Very good arrangements for child protection are in place.

### Commentary

25. Children new to the school benefit from a welcoming induction package which ensures a smooth settling in period. Children are given a series of "getting ready for school" packs. These include a very well planned mixture of activities and books to take home and share. Parents receive a comprehensive welcome pack that enables them to very effectively support their children's first experiences of school.
26. First aid procedures and medical alert procedures are of very good quality and effectiveness. All staff have undergone first aid training. Attendance registers show photographs of pupils with medical conditions requiring swift action, and appropriate emergency treatment to be given. This ensures a rapid and effective response. The school nurse gives training for staff including the use of specialist equipment such as "epi-pens" when someone has an allergic reaction and needs this treatment urgently. The school seeks, values and acts on pupils' views very well. Processes include a Year 2 leavers' questionnaire, the results of which show pupils hold

very positive views about their time in school. Pupils have also been involved in discussions about the development of the playground and environmental improvements around the school.

27. There are very good procedures to identify and control health and safety risks to ensure that the premises, equipment and working practices are safe.
28. The school has very good procedures for child protection matters. Regular meetings are held with staff to review correct procedures and the need for confidentiality. They are aware of their responsibilities if they feel a child is at risk.
29. The care, guidance and support provided for pupils with special educational needs are excellent and as a result these pupils are secure and happy in their learning. All teaching and non-teaching staff show great concern for pupils good development and welfare.

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

There are **excellent** links with parents who think very highly of the school. Links with other schools and the community are **very good**.

### **Main strengths and weaknesses**

- The school has formed excellent links with parents and involves and works with them at every opportunity, seeking, valuing and acting on their views.
- Parents are very relaxed about approaching the school with any concerns and are confident they will receive good advice and feedback.
- The Friends of Shere School Association (FOSSA) supports the school very well with substantial fund raising and resources.
- There are very good mutually beneficial links between the local church, the surrounding community and the school.
- Very good links with other schools and organisations benefit pupil learning.

### **Commentary**

30. The school has an open door policy and provides a friendly and welcoming environment. A parents' focus group meets regularly with the headteacher. This provides an excellent opportunity for consultation on a wide variety of school issues and policies. A monthly "open house" also provides a convenient opportunity for parents to see their children's work on a regular basis. In addition the school has received an award which formally recognises the school's commitment to working closely with parents and involving them successfully in their children's education.
31. An extremely supportive Friends of Shere School Association organises many activities that benefit the school considerably both socially and financially. This valuable support is much appreciated by the school.
32. Links with the local church and community, educational visits and visitors in the school add another important dimension to pupils' learning as well as enhancing their social and personal development. The school is also a member of a thriving cluster group, which arranges meetings each month to provide support and the sharing of good practice. There are very good relationships with local pre-school providers, and the school successfully supports teacher training placements.
33. The school and FOSSA works hard to establish and maintain these very positive links. The parents of pupils with special educational needs are fully consulted about any decisions that are made about their children. They are also encouraged to be fully involved in their children's

learning and many are. Links with agencies that support the school are very well developed and very supportive.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is **very good** and that of other key staff is **good**. The governance of the school is **good**. Management of the school is **very good**.

### **Main strengths and weaknesses**

- The head is very well respected by everyone concerned with the school.
- The governing body, school staff and parents are exceptionally committed to the school and provide good support.
- Very good teamwork is a strong feature.
- School improvement has been very good in recent years.

### **Commentary**

34. The headteacher provides inspirational leadership, which has kept the spirit of the school intact while taking it through a period of intense change. All of the issues raised at the time of the previous inspection have been successfully addressed. Governors and parents say the head has grown into her role and has helped them to grow with her, by being so open to new ideas, a good communicator and so committed to the inclusion of all. The staff group is very small but all are very supportive to the head and form a cohesive committed team. Parents are welcomed to quickly bring to the school's attention any concerns they may have. Because the head is so approachable, parents and governors all say potentially difficult situations are defused very quickly. Parents also know that the governing body and headteacher are accountable to them because self-evaluation is such a strong feature and they, and their children, are encouraged to participate in this process and give their opinions on a range of different matters.
35. The effectively trained governing body plays a key role in decision making at the school. Governors say this is because of the confidence and trust that they place in the headteacher, who produces superb reports for them, containing crucial information. This enables them to make good decisions on all aspects of the school. As a result, teaching and learning and the curriculum have been significantly improved. This has been effected through rigorous development planning and by good monitoring by governors and subject leaders, which has reaped benefits in ensuring progression in learning across the school. Performance management is now a strength. The process is very positive, enabling the governing body to work with the head and staff to help meet targets. All statutory requirements are now met. Achievement awards are well deserved, have acknowledged good work and given much pleasure.
36. Day-to-day management and financial management are very good, enabling the school to carry money forward from year to year in order to meet targets laid out in the development plan and to support any shortfall in the following year's budget. Financial management is now strong. A new, efficient, administration officer has been appointed who attends every governing body meeting. She produces good quality monitoring reports for governors to study beforehand and is fully involved in any discussions and decisions that occur. She has recently met regularly with the new chair of finance in order to bring her up to speed and together they have started to develop a plan for improving financial arrangements even further. This is a big improvement since the time of the previous inspection. Best value principles are now fully adhered to.
37. Another strength of management is the thorough tracking of pupils as they go up through the school in order to set targets for improvement. This has a very positive impact on standards pupils achieve. Through careful analysis of test results, the school has a clear picture of where improvements need to be made, for example, in writing, which has been a top priority in recent

years. The co-ordinator has also identified the need for pupils to draft written work in an exercise book, to further aid the analysis of progress of individual pupils. Leadership and management of special educational needs are very good because the co-ordinator, who is the head teacher, monitors provision exceptionally carefully and is fully committed to the full inclusion of all pupils.

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

| Income and expenditure (£) |          |
|----------------------------|----------|
| Total income               | 218, 051 |
| Total expenditure          | 213, 051 |

| Balances (£)                      |         |
|-----------------------------------|---------|
| Balance from previous 2001/2      | 34, 467 |
| Balance carried forward to 2003/4 | 38, 717 |



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

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

38. Provision for children who are in the Foundation Stage is **good** and they achieve well as a result. Attainment on entry varies but overall is above average. There is no local authority run nursery provision locally, but most children have attended one of a number of private nursery groups in the area. Children all enter school in September but the younger children of the intake are part time until the following January. They make good progress and by the end of the reception year the vast majority will have exceeded the early learning goals in speaking and listening, reading, personal and social skills, and knowledge and understanding of the world. They will at least meet the expected goals in writing, maths and creative work. Due to inclement weather and the hall refurbishment only just being complete, no outdoor play or physical education lessons could be seen, therefore a full judgement on provision for physical development cannot be made.
39. Teaching and learning are good in the reception class in all six areas of learning for young children. Careful planning ensures the class teacher, teaching assistant and band of volunteer parents all work as a cohesive committed team, providing activities that are interesting and motivate the children and are well matched to need. Planning of the curriculum is very thorough with a richness of fun experiences, and a good balance of adult-led work and activities that the children can choose independently. Children's progress is carefully tracked through the Foundation Stage Profile. Provision for children with special educational needs is very good. A significant improvement recently is the early identification of these children, which is making it much easier for the school to meet their needs properly. They are well integrated into lessons and are well supported to enable them to achieve as well as other children in the class.
40. Leadership of the Foundation Stage is good. The school quickly gets to know new reception children and their parents by the rigorous induction programme of pre-school visits. Once children start school parents are welcomed to a special assembly so that they soon feel part of school life. They are also very well informed about the curriculum and other things such as special events. Children leave their parents and carers happily and enter school quickly and confidently, enabling a prompt, purposeful start to lessons. This is an improvement since the time of the previous inspection. A positive, caring atmosphere prevails.

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

Provision for personal, social and emotional development is **good**, overall and often very good.

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

- This area of learning is given a very high priority.
- Independent working is a strong feature.
- Children work and play happily together.
- Relationships are very good.
- Knowledge and understanding of other cultures is fostered well.

#### **Commentary**

41. The curriculum is carefully planned to nurture this area and to enable children to take responsibility for their own learning. They are given many interesting choices of relevant purposeful activities and they have very good attitudes to their work, as a result. This is a strength of provision in the reception class. Already, the majority of children are exceeding the

expected goals. Children concentrate on their tasks for long periods. They enjoy using books for personal independent research in the library.

42. Behaviour is good overall, although some children do become over-excited by the very interesting activities that are presented to them. Very good relationships are evident because of the positive and happy ethos that prevails in the class. Children tidy up quickly and quietly at the end of lessons. They gain good knowledge and understanding when they explore similarities and differences between their own and other cultures regularly, for example, when they learn about life in an African village and plan a picnic in the garden with typically African food.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Enjoyment of reading and reading at home are well established.
- Children respond well to the many good opportunities for them to speak and listen.

### **Commentary**

43. Children in the reception class love books and stories and achievement in reading is good. They gain great pleasure from sharing their knowledge of a story with a visitor, and eagerly describe characters and events in familiar books. More able children have already exceeded the early learning goals and have a good bank of familiar words. They also have a good knowledge of single sounds and a few are beginning to use this skill to attack new words.
44. Writing skills are developing well, but more slowly than reading skills. The majority of children can write their names with support and some independently. A few very able children are beginning to write simple sentences independently, using word banks, and letters are often recognisable and correctly formed. The vast majority will at least reach the expected goals for children of this age.
45. Speaking and listening skills are also developing well. Children talk confidently, clearly and unselfconsciously about their activities. They easily initiate conversations, listen well to others' views and use these skills readily in their play and in their work.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Counting activities are provided throughout the school day and this benefits learning.
- Number work is fun.

### **Commentary**

46. Number skills are developing well and the vast majority of children will at least reach the early learning goals for children of this age. This is because learning is made fun through interesting games and activities that motivate and interest children. They count tropical fruit willingly and accurately to ten and select the correct number to identify one to five. Some more able children can go beyond this, but few are able to count on from a given number without support. Many recognise numerals to nine and can match them to groups of objects. They enjoy creating their own number track to ten, then playing a dice game with it in the school garden.

47. Children enjoy singing a wide range of number rhymes and use number paddles to accurately identify one more than and one less than. They are starting to order numbers to ten but this concept is at an early stage. Children can name regular shapes, know their colours and have a developing vocabulary for size.

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

Provision for knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Children benefit from the good quality cross curricular work.
- Children exhibit curiosity and interest because of the exciting experiences that they are given.
- Books and other resources are carefully chosen to broaden children's knowledge of other cultures.

### **Commentary**

48. Cross-curricular work is a significant and very good feature, enabling children to gain a good knowledge of the world around them and to make links with other aspects of their learning. They make good progress and achieve well in this area. Information Communication Technology skills are developing well with most children able to access programs and drop and drag pictures using the mouse.
49. Pupils are developing good scientific skills when they cut open, study and discuss a range of tropical fruit. They bring all their senses to bear when they smell, observe, taste and touch the fruit. This enables them to make thoughtful comments on similarities and differences. Geographical skills are also developing well when they compare features of African animals in books that they have researched in the library and sensibly comment on differences, such as a giraffe's ability to eat from a tall tree. They enjoy developing a jungle trail in the garden and finding ways to make a jungle journey.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Observational drawing skills are developing very well.
- Children sing enthusiastically and tunefully.

### **Commentary**

50. Staff take great trouble preparing resources for this area and children benefit from the exciting activities that they experience. When they use a good range of small scale resources to create individual, three-dimensional, jungle scenes, they enjoy discussing and sharing their ideas with adults and each other. Their printing is bold and colourful and skills are extended, for example, when they print on fabric and use it to make an African garment.
51. Pupils observational drawings of African animals, using good quality soft toys and books for reference, are good, and often very good. They carefully study colours and markings of fur and other features and try hard to represent them in their drawings. When they reflect on the colour and shapes of tropical fruit they are fascinated by the differences. This makes a good contribution to their spiritual development and enables them to accurately record fine detail in their work.

52. Singing skills are developing well because children are taught the skills of breathing control, rhythm and pitch from an early stage. They also know a wide range of songs and rhymes, which they thoroughly enjoy singing.

## **PHYSICAL DEVELOPMENT**

Provision for fine motor physical development is **good**. No judgement can be made on provision for outdoor play and development of climbing and balancing skills.

### **Main strengths and weaknesses**

- Planning for outdoor play activities is thorough and involves many exciting activities.
- Fine motor skills are developing well.

### **Commentary**

53. Children have access to an exciting and very well resourced safe outdoor area with daily good quality activities planned for developing their physical skills of co-ordination, control, balance and confidence. They expressed disappointment that the weather was so inclement during the inspection that these facilities could not be used.
54. Fine dexterity skills are developing well. Children use pencils, paintbrushes and a range of other tools and construction toys properly, safely and confidently.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

The provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils' reading and speaking and listening skills are now very good.
- There are good opportunities for pupils to practise literacy skills in other subjects.
- Information and communication technology is used effectively to make lessons interesting.
- Too much of pupils' first drafting in writing is done on work sheets and white boards.

### **Commentary**

55. Standards in national tests for pupils at the end of Year 2 vary year on year, due to differences between cohorts in this small school, with some years having a far higher proportion of pupils with special educational needs than others. They are generally above average overall. In some years standards in reading have been very high and in the top five per cent of schools nationally, although in 2003 they were above average. Writing has been well above average in previous years and in 2003 was average when compared to all schools nationally and also compared to similar schools. This represented good achievement for those pupils in reading and satisfactory achievement in writing. Work seen during the inspection, indicates that standards are above average throughout the school in writing, and pupils achieve well. In reading and speaking and listening, standards are well above average, which also represents good levels of achievement.
56. The good achievement is due to good teaching which supports pupils with special educational needs effectively, and which provides good levels of challenge for potentially higher attaining pupils. Teachers plan lessons well and support staff are clear about the aims of the lesson and the role they will play in it. Suitably high emphasis is placed on developing skills in speaking

and listening. Teachers are diligent in expanding pupils' vocabulary and developing in pupils the skills of listening carefully to others. This has a positive impact on their achievements generally, as well as in English. Reading is well supported by the strong links between school and home and boys and girls of all levels of prior attainment benefit from the good, very regular opportunities they are given to read at home and at school to their teachers, parents and volunteers. They make good progress and achieve well as a result. Pupils in Year 2 are given particularly good opportunities to use computers and the inter-active white board to support their learning and this benefits their learning in both subjects. Throughout the school, pupils are given suitable opportunities to write at length and in a range of styles and produce work, such as storybooks, of high quality. However, sometimes too much emphasis is placed on this final copy. Early drafting stages are done on work sheets and white boards and not always dated or kept. All corrections have been completed at an earlier stage and are not kept in workbooks. As a result, there is little opportunity for the co-ordinator, parents or other interested parties, including the pupils themselves, to gauge the progress they are making in developing their skills or where their particular skills or difficulties lie.

57. The leadership and management of the subject are good. The co-ordinator, who is also the headteacher, has a clear understanding of standards of teaching and learning throughout the school, as a result of her careful monitoring. She uses the assessment systems the school has to track the progress of individuals and different groups effectively. She has already identified the need for pupils to have a workbook for their writing as an aid to spotting quickly any patterns, such as difficulties in spelling certain groups of words. Progress since the previous inspection has been good. The high standards in speaking and reading have been maintained. Standards in listening have been improved and there is now good challenge for higher attaining pupils, including an express group. This has had a positive impact on their achievement, which is now good.

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

58. Pupils' literacy skills are promoted well in other subjects. For example, in history pupils in Year 2 wrote about the Great Fire of London. In design and technology they wrote careful instructions on how to make a puppet.

## **MATHEMATICS**

The provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Older pupils make very good progress in learning about dividing shapes into halves and quarters.
- Teachers are very confident and skilled in teaching mathematics.
- Good use is made of opportunities to use ICT, to make lessons exciting, particularly in Year 2.
- Leadership and management of the subject are very good and, as a result, pupils of all levels of attainment are provided with a high quality of education that meets their needs well.

### **Commentary**

59. As with English, standards attained in national tests have fluctuated in the last few years due to variations between individual year groups. Some year groups are very small and some have far higher than average proportions of pupils with special educational needs. However, pupils' achievements in mathematics are very good. Standards in the national tests for pupils in Year 2 in 2003 were above average, compared with national results. They were well above the results attained in similar schools, where the proportions of pupils eligible for free school meals was the criterion. Currently, from scrutiny of work and observations of lessons, standards are likely to be well above those expected by the end of Year 2, with many pupils achieving the

higher Level 3. For example, a far higher than average proportion of pupils is confident in understanding about comparative fractions, and knows that two quarters is the same amount as one half.

60. The quality of teaching and learning is good overall and for pupils in Year 2 it is very good. Teachers have good levels of knowledge in the subject. The organisation of teaching gives pupils of all levels of prior attainment good opportunities to develop their skills and self esteem. As a result, pupils approach mathematical problems with enjoyment and tenacity. During one lesson, for example, one child became so engrossed and excited in the division tasks the whole class was tackling that she stood up involuntarily, without realising that she had. Teachers make good use of ICT to make lessons clear and interesting. The interactive white boards are used effectively to demonstrate new procedures and to introduce new topics. Computer programs are used effectively for pupils to practise mathematical tasks at a level appropriate for their specific current understanding and to track how well they perform them.
61. Leadership and management of the subject are good. This in turn has resulted in good levels of staff confidence, good quality resources, including computer programs, and effective deployment of support staff. The high standards noted by the previous inspection have been effectively maintained.

### **Mathematics across the curriculum**

62. Teachers provide good opportunities for pupils to use their numeracy skills in other subjects. Pupils use their mathematical skills when measuring carefully to make paper chains, or designing symmetrical patterns in art and design work linked to literacy.

### **SCIENCE**

Provision for science is **good**.

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

- Standards in science are above average and pupils achieve well.
- Investigative work is a strength.
- Pupils enjoy their work in science.

#### **Commentary**

63. Teacher assessments for pupils at the end of Year 2 in July 2003 showed the proportion of pupils attaining Level 2 and above was below average, although in other years it has been 100 per cent. Evidence shows that of the 18 pupils who completed these assessments there was a small number of pupils in the year group who were identified as having significant special needs. Although these pupils achieved well in relation to their prior attainment, the effect on the results of this small cohort was considerable. The proportion of pupils attaining the higher Level 3 (56 per cent) was still well above average, which indicates very high standards at the higher level. Inspection evidence shows that all pupils achieve well in science, including those with special educational needs.
64. Teaching and learning are good, particularly in Year 2. Lessons are very well planned and resourced across the school, with interesting and varied activities and investigations that motivate and engage pupils in their learning and are generally set at the right level for them. Pupils say they enjoy work in this subject very much and are sometimes reluctant to finish when the lesson ends. They understand the principles of a fair test. The conduct of lessons shows that teachers have high expectations for pupils to take responsibility for their own work and behave well, and this is successful. Pupils concentrate well, behave, and stay on task for long periods. When the teacher moves quietly from group to group asking challenging questions to extend thinking, pupils have fun and the lesson moves on at a good pace.

Occasionally, younger pupils do not learn as much as they might have done when the pace of the lesson is too slow and so learning time is more limited, when they have insufficient opportunities to express their own views and ideas in their recorded written work. Older pupils, however, record their experiments extremely well, at length and in their own words. Where this happens, the work is often of a very high standard. All pupils with special educational needs are very well supported and this enables them to play a full part in the lessons across the school and to achieve well in relation to targets set in their individual education plans. Very occasionally some higher attaining pupils finish their work very quickly and would benefit from engaging in more extension work.

65. Leadership and management of the subject are good. There are now good systems in place to assess and track pupils and carefully monitor their progress across the year groups. Where higher attaining pupils have been identified, for example, they are encouraged to extend their learning by participating in science workshops with other local schools. All pupils are excited and interested in the very well planned "science weeks" that are held annually. They also benefit from the regular use of good quality ICT programs that support their learning. This is an improvement since the time of the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above those expected by the end of Year 2.
- Very good subject leadership and management have led to significant improvements.
- Pupils have very positive attitudes and are confident in using ICT.
- Teachers are gaining confidence and some teachers are highly skilled at using ICT to enhance pupils' learning in other areas of the curriculum.

### **Commentary**

66. By the end of Year 2, pupils attain standards overall that are above those expected for pupils of their age. Their achievements are good. They are particularly adept at finding their way around new computer programs and saving and retrieving their work. Pupils learn new skills quickly and use them competently. This is because they are taught to use them for a real purpose and given opportunities to apply them in different situations, such as when they practise their addition skills. Currently, the curriculum is well planned and teachers ensure that pupils are taught new skills systematically and in relevant contexts. For example, pupils in Year 2 use the interactive white board to demonstrate their working in mathematics to other members of the class.
67. Teaching is good overall and leads to effective learning. There has been a high focus on developing confidence and skills of teachers and other staff so that they can make the most of all opportunities to use the subject to make learning in other areas more exciting and memorable. This has been highly successful and staff confidence, while varying from satisfactory to very good, is good overall and is improving at a good rate. Leadership and management of the subject are very good. The co-ordinator is highly skilled and adept at supporting her colleagues. The clarity of the co-ordinator's vision for the use of ICT in the school is very good and motivates staff and pupils alike. The level of resources has improved, and although the school does not yet have enough computers for whole class sessions with the largest class, it makes good use of those it has. The subject is not often taught as a separate subject but is usually integrated into the other subjects of the curriculum, as there are limited opportunities to use more than five computers in one place at any one time.
68. Pupils enjoy the subject and use computers confidently. They are willing to "have a go" at even new programs and have high levels of self-esteem. This is a significant factor in the progress

they make. Their knowledge of appropriate vocabulary is very good and they instantly recognise icons such as “quit” when introduced to new programs. They appreciate the relevance of different applications because they use them for real tasks to help with their learning, such as practising their skills with number. This is a significant improvement since the previous inspection. At that time the inspectors decided it was not possible to make a firm judgement on standards as there was too little evidence of teaching and learning. However, not all of the aspects required were being taught and statutory requirements were not being met.

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

69. The use of ICT across the curriculum is good and is improving because the school has placed high emphasis on using computers to help in other subjects. The school has specifically promoted ICT within literacy and numeracy, but teachers have also identified opportunities for using it in other subjects and incorporated them into their teaching. For example, pupils in Year 2 use a painting program to design waistcoats and to reproduce their interpretations of art in the style of Kadirsky in an art and design lesson. They use the Internet to research where different countries are in relation to each other in geography and search for information on the history of transport using a CD-ROM.

## **HUMANITIES**

### **History and Geography**

Provision in history is **good**. In geography it is **satisfactory**.

#### **Strengths and weaknesses**

- Good cross-curricular links benefit pupils' learning.
- Work in geography makes a good contribution to pupils' cultural development.
- Visits into the local community are very well planned and pupils enjoy and benefit from them.
- In some lessons there is insufficient recorded work to ensure a proper assessment of progress can be made.

#### **Commentary**

70. No lessons were seen that were purely history or geography during the inspection, but one lesson was seen in Year 2 with a geographical theme and three lessons were seen in Year 1 with a history or geography bias. From these lessons, scrutiny of work across the school and discussion with pupils, standards in history, by the end of Year 2, are above those expected and in geography they are in line with those normally attained. Pupils make good progress in history and achieve well. They make satisfactory progress overall in geography and their achievements are satisfactory. Pupils with special educational needs are very well supported so that they can participate fully in all planned activities. Overall, provision is good as it was at the time of the previous inspection.
71. Pupils make particularly good progress in Year 2 because their learning is extended so well. There are many very good examples, particularly in history, to show that they have benefited from expressing their own ideas and views in their writing. The work of more able pupils, therefore, in finding things out for themselves, has depth and quality and when, after researching aspects of the Great Fire of London on computer, they reflect this in their "Fire" poetry. This is an improvement since the time of the previous inspection, where research skills were judged to be weak.
72. The teaching of history is vibrant across the school because teachers plan such interesting, exciting links to other subjects, weaving them together well. The teaching of geography is also effectively woven into topics. Visits into the locality to museums, old houses and other places



of historical interest, are a strong and successful feature of humanities teaching. This helps bring the subjects to life and enables pupils to study both primary and secondary sources well in order to gauge what life is like in the world around them and what it was like in the past. It has a very beneficial effect on attainment because pupils talk about these visits with pleasure and are obviously developing a love of these subjects, particularly history. Pupils in Year 1, for example, learn about the world around them, when a knowledgeable parent visits to teach the pupils more about China, and in particular Chinese New Year. She brings colourful, inspirational resources that capture the pupils' imaginations, hold their attention well and help them to learn about the traditional customs of other cultures. There is very little recorded work in both subjects in Year 1 and geography in Year 2, to enable a careful assessment of pupils' skills and knowledge to be made in order to ascertain whether pupils are developing a proper progression of skills across the key stage.

73. Leadership in the subjects are good. The standards noted at the time of the previous inspection have been maintained.

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

74. **Physical education, design and technology and art and design** were not foci of the inspection. One lesson was observed in dance, in the very recently refurbished hall, one art lesson observed and samples of art and design and design and technology work in books and on walls was scrutinised. From this limited evidence, standards in pupils' physical development and their skills of co-ordination are judged to be in line with those expected for their age. Pupils have good opportunities to practise skills in a wide range of art activities, such as drawing, painting, printing and collage and the standards they achieve are in line with those expected at the end of Year 2. In design and technology, pupils are given good opportunities to design and plan models with moving parts, such as 'Incy Wincy Spider and his spout', to make the models, to evaluate how well they meet the objectives set, and to say what could be done to improve them still further. The standards they achieve in the subject are above those expected at the end of Year 2. Resources and accommodation are good overall and support the subjects well. However, the hall, while bright and clean with new high quality climbing equipment, is narrow and poses limitations for the teaching of physical education of classes with more than a dozen or so pupils. Leadership and management appear good. All aspects are covered and the activities taught at school are enhanced and complemented by links with other subjects, such as links with literacy and geography in art. Health and safety issues are carefully considered, such as during the dance lesson and staff and pupils dress appropriately.

### **Music**

The provision for music is **good**.

### **Main strengths and weaknesses**

- Pupils copy teachers' rhythmic patterns very well when singing.
- The co-ordinator has very good knowledge of the subject.
- Pupils enjoy the subject.

### **Commentary**

75. Achievement is good and standards are above average at the end of Year 2. Pupils are confident in singing because of the high emphasis the school places on providing good relevant opportunities for them to practise their skills, and standards in this aspect of the subject are very good. Pupils learn to listen carefully and to copy high, low and mid range notes accurately and with clarity. They sing lustily or quietly, as required, with good attention to the type of song. For example, when singing a lullaby in an assembly to welcome a new born baby

into the community they sang sweetly and with good levels of voice control and enunciation. Pupils play tuned percussion well to accompany their songs and tunes.

76. The quality of teaching is good overall and for singing it is very good. The co-ordinator, who teaches the whole school for singing, is a skilled musician with good levels of knowledge in the subject. As a consequence, singing lessons are very well planned and organised and pay good attention to aspects such as warm up, the teaching of dynamics and to breathing control. She uses her own skills very effectively, by example, to teach pupils pitch and delivery. A direct effect of this high quality teaching is in the response of pupils to their singing lessons. They enjoy learning and performing new songs. They listen with great care and attention and work hard to do their best and copy their teacher. They have good levels of confidence and self esteem as a result. The subject makes a good contribution to pupils' spiritual and cultural development as well as to their musical skills.
77. The leadership and management of the subject are good. The co-ordinator has a good knowledge of her subject and also of the standards pupils achieve. Good opportunities are provided for pupils to learn skills of performing and links with the community are enhanced through these performances. It is not possible to judge whether there has been an improvement since the previous inspection as the previous report did not make a judgement on standards in the subject.

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

### **Citizenship**

Provision in citizenship is **very good**.

### **Main strengths and weaknesses**

- The school is very successful in its aim to develop pupils as active young citizens.
- Pupils have a very well developed knowledge of environmental issues.

### **Commentary**

78. The school has been successful in obtaining a number of grants to help it develop the school grounds, and in doing so, has enabled parents and staff to launch pupils as active young citizens, with a substantial knowledge of care for the environmental and sustainable issues. Standards achieved are very good. Pupils' views have been taken into account and they have been given many opportunities to influence policy. Adults in the school, governors, and many parents have shown great commitment to this project in order to support the pupils' learning and development.
79. The quality of teaching and learning is very good overall and the subject is integrated well into other lessons and aspects of school life. In its new Millennium garden and pond the focus is on nurturing wildlife through hedge and wildlife planting, providing bird boxes and tables, nest boxes and a wormery. The leadership and management of the subject are good. Attention has been given to helping pupils to understand and use sustainable development in its Eco-friendly grounds, for example, in recycling waste by providing compost bins and preserving world resources with use of rainwater butts, a wind turbine and a solar fountain.
80. Attention is also given to encouraging respect and consideration for others less well off and in doing so helping pupils to become global citizens, for example, when pupils raise funds to provide a tap for water in a village in Tanzania; also when they fill shoe boxes with their own goods for children in Romania. It is not possible to judge whether there has been an improvement since the previous inspection as the previous report did not make an explicit judgement on standards in the subject.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

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

### Main strengths and weaknesses

- The school is effective in nurturing self-understanding.
- Relationships and self-esteem are fostered very effectively.
- Work is planned very effectively.

### Commentary

81. This aspect is always a very high priority for the school and is an important part of the strong Christian ethos of the school. There have been many improvements since the time of the previous inspection. Standards achieved are very good. The programme of work is now very thorough, and as a result, pupils benefit from the close focus on developing healthy and safe life styles, developing a healthy and competitive attitude in sporting activity, understanding and responding to feelings in the playground, and developing good personal relationships. Pupils in Year 2, for example, express awe and wonder in a successful lesson where they develop a friendship web by rolling a ball of wool from friend to friend and acknowledging the friendship. They offer thoughtful comments when the web is finished such as "Everyone has a friend now". The teacher deals very sensitively and appropriately with the comment from one pupil, that she felt sad because she thought no one would choose her.
82. Teaching is very good. Pupils are taught to understand and respect differences, particularly in their study of world religions in religious education, but also in geography where they learn about different world cultures, such as life in India and China. The impact on their learning is substantial, for example, when pupils in Year 1 are so excited by an interesting, well-illustrated talk on China, from a mother of one of the children, they want to find out more. The leadership and management of the subject are good. In their physical education lessons they come to understand the importance of keeping fit and also the proper use of medicines and drugs. Pupils are encouraged to become independent learners. This starts well in reception where children have already made a good start to using the library for personal research. It is not possible to judge whether there has been an improvement since the previous inspection as the previous report did not make an explicit judgement on standards in the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>3</b>     |
| How inclusive the school is  | 2            |
| How the school's effectiveness has changed since its last inspection | 2            |
| Value for money provided by the school                               | 3            |
| <b>Overall standards achieved</b>                                    | <b>3</b>     |
| Pupils' achievement  | 3            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>2</b>     |
| Attendance   | 4            |
| Attitudes  | 2            |
| 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>3</b>     |
| The quality of teaching  | 3            |
| How well pupils learn  | 3            |
| The quality of assessment  | 3            |
| How well the curriculum meets pupils' needs                          | 3            |
| Enrichment of the curriculum, including out-of-school activities     | 2            |
| Accommodation and resources  | 3            |
| Pupils' care, welfare, health and safety                             | 2            |
| Support, advice and guidance for pupils                              | 3            |
| How well the school seeks and acts on pupils' views                  | 2            |
| The effectiveness of the school's links with parents                 | 1            |
| The quality of the school's links with the community                 | 2            |
| The school's links with other schools and colleges                   | 2            |
| <b>The leadership and management of the school</b>                   | <b>3</b>     |
| The governance of the school   | 3            |
| The leadership of the headteacher                                    | 2            |
| The leadership of other key staff                                    | 3            |
| The effectiveness of management                                      | 2            |

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