

INSPECTION REPORT

ST GILES' CE (AIDED) INFANT SCHOOL

Ashtead

LEA area: Surrey

Unique reference number: 125190

Headteacher: Miss Vivienne Aitchison

Lead inspector: Mr Graham R Sims

Dates of inspection: Monday 26th – Thursday 29th April 2004

Inspection number: 257664

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:	119 (all full-time)
School address:	St Giles' CE (Aided) Infant School Dene Road ASHTHEAD Surrey
Postcode:	KT21 1EA
Telephone number:	01372 272017
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Gill Northcott
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

St Giles' CE Infant School is situated in the village of Ashtead in Surrey. It is a voluntary-aided Church of England infant school, serving a largely prosperous area. It has 119 boys and girls on roll between the ages of four and seven and is much smaller than most infant schools. The school is very popular and is over-subscribed. Very few pupils leave or join the school other than at the normal time of admission. Very few pupils come from minority ethnic backgrounds or from homes where English is not the main spoken language, although two pupils are at an early stage of learning English. Just over 3 per cent of the pupils are known to be eligible for free school meals, which is below average. Around 20 per cent of the pupils have been identified as having special educational needs, which is about average, and five pupils receive help from outside specialists for a range of needs, including dyslexia, autism and communication difficulties. One pupil has a Statement of Special Educational Need. Most children have attended privately run playgroups or nurseries before they join the school. Children are admitted into the reception class at the beginning of the year in which they have their fifth birthday, with the younger children attending on a part-time basis for the first term. The attainment of children when they start school is generally above average. Apart from some recent changes in staff, there have been no major changes since the last inspection. Because the school is a voluntary aided Church of England school, the inspection of religious education and collective worship is carried out separately under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by an inspector approved by the Diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28899	Mr G R Sims	Lead inspector	Foundation Stage curriculum English Art and design Design and technology Music Physical education Personal, social and health education and citizenship English as an additional language
32768	Mrs J Manfield	Lay inspector	
32048	Dr R Grigg	Team inspector	Mathematics Science Information and communication technology Geography History Special educational needs

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¹ **Key Stage:** refers to the different stages of learning in schools. Children start school in the **Foundation Stage**, which caters for children aged 3 to 5 and generally refers to children who are in the nursery, reception or early years classes. **Key Stage 1** is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. **Key Stage 2** is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start **Key Stage 3**, which marks the beginning of their secondary education.

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Giles' CE Infant School is an **exceptionally effective** school, which offers very good value for money. Pupils achieve very well, reaching well above average standards by the time they leave the school. Under the excellent leadership and management of the headteacher, the school provides a rich and interesting curriculum and very good teaching within a very caring and friendly environment.

The school's main strengths and weaknesses are:

- The headteacher provides outstanding leadership. She is rigorous, sets very high expectations, has firm convictions and is not afraid to go against the trend.
- The standard of pupils' work is high across all subjects. Standards in English are particularly high because pupils' language skills are developed well through the teaching of every subject.
- The teaching is of a consistently high standard, time is used very efficiently, and teaching assistants and voluntary helpers contribute significantly to pupils' learning.
- The excellent topic-based curriculum is very well organised and provides pupils with a rich variety of interesting opportunities for learning, supplemented by many visits and visitors.
- The school's ethos is excellent. Pupils have very positive attitudes to school and their work, their behaviour is very good, and the level of attendance is very high.
- The quality of care throughout the school is very good. Staff know their pupils very well and the quality of relationships between adults and pupils is excellent.
- The school has no significant weaknesses, although there is scope for making greater use of information and communication technology, providing more critical feedback on pupils' work and giving pupils greater opportunity to develop independent learning skills.

The school has continued to provide a very high standard of education since the last inspection, when it was described as 'a very impressive school'. The school's results in reading and writing have regularly been amongst the top 5 per cent of schools in the country. The minor issues identified in the previous report, relating to provision for the more able pupils in mathematics, the development of pupils' multi-cultural awareness and the safety of the school pond, have been tackled effectively. Attempts to improve the outdoor play facilities for children in the reception have been frustrated by lack of funding. Under its designation as a 'beacon school', staff have shared their expertise widely with other schools, particularly with regard to the training of teaching assistants, the induction of newly-qualified teachers and the teaching of mixed-age classes.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A*	A*	A	A
Writing	A*	A*	A	A
Mathematics	A	A	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

During their three years in the school, pupils' overall achievement is **very good**. Most children enter the school with above average skills. They make good progress and achieve well in reception, with nearly all children reaching the expected goals in each area of learning before the end of reception. Standards in their personal, social and emotional development and in communication, language and literacy are well above those normally found.

Pupils achieve very well in Years 1 and 2, and overall standards are well above average by the end of Year 2. The school's test results in writing have risen each year, and at a faster rate than in other schools, and the results in reading and mathematics in 2003 were higher than at the time of the last inspection. For three out of the last four years, results in reading and writing have been amongst the top 5 per cent of schools in the country. Inspection findings show that standards in English are very high, and in mathematics and science they are well above those found in most schools. The quality and presentation of pupils' topic work, which encompasses learning in all subjects of the curriculum, is very good. The standard of pupils' artwork is excellent.

The school's provision for pupils' spiritual, moral, social and cultural development is **very good**. The ethos within the school is excellent and a real spirit of enjoyment and excitement pervades. Pupils' have very positive attitudes to school and to their work, and this is reflected in the excellent level of attendance, which is amongst the highest of any infant school in the country. The pupils behave very well, both within the classroom and around the school.

QUALITY OF EDUCATION

The school provides a **very good** quality of education.

The overall quality of the teaching is **very good**. It is good for children in the reception, and very good for pupils in Years 1 and 2. Pupils learn very well because the teaching is of a consistently high quality, takes very good account of their previous learning and the needs of different groups of pupils and provides plenty of opportunities for consolidation of previous learning. The teachers manage the timetables and plan their lessons very effectively, making very good use of time and varying the planned length of lessons according to need. Teaching assistants and a large number of voluntary helpers make an excellent contribution to pupils' learning, enabling many activities to be undertaken in small groups. There is room for teachers to make more extensive use of information and communication technology and to allow pupils greater freedom to explore different ways of working. Marking of pupils' work is thorough, but not always critical enough.

Through its very well-planned topic-based curriculum, the school provides an excellent range of learning opportunities. These are supplemented by an excellent range of additional activities, such as visits and special occasions which enrich pupils' learning. Provision for pupils with special educational needs is very good. The overall range of learning resources is good. The school's accommodation is satisfactory, but imposes limitations on some aspects of the curriculum. This is shortly to be addressed through a major building programme to improve the school's facilities.

The school takes very good care of its pupils and provides them with very good support, advice and guidance. Links with parents and the local community are very strong, and there are excellent links with other schools.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **excellent**. This reflects the excellent leadership provided by the headteacher, the very good leadership provided by governors and other key staff and excellent management procedures. Governors fulfil all statutory requirements. This is a school which is not afraid to go against the trend, but which seeks to provide a vibrant and interesting education for its pupils using tried and tested methods, whilst still having regard for the

best of modern practices. The headteacher has built a very strong team of committed and hard-working staff, assistants and helpers who work together very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of their school. Many choose to send their children here, despite more convenient, alternative schools being available. Parents are particularly pleased with the quality of the teaching, the progress their children are making and the way the school is led and managed. Pupils are very pleased with their school. They like coming to school, feel they are treated well and enjoy the activities and teaching provided for them.

IMPROVEMENTS NEEDED

The school has no significant areas of weakness. To make the school even better staff could:

- Make greater use of information and communication technology, providing pupils with greater choice about how, when and where to use computers for aspects of their work;
- Provide more critical feedback to pupils, particularly the more able, when marking their work;
- Provide more opportunities for pupils to develop independent learning skills and to have a voice in how tasks should be tackled.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

During their time in school, pupils **achieve very well**. Achievement in the Foundation Stage is good, and it is very good in Years 1 and 2. The overall standards attained in English, mathematics and science are **well above average** by the end of Year 2.

Main strengths and weaknesses

- Pupils achieve high standards of work across all subjects. Standards in English and art and design are particularly high.
- Pupils make good progress in reception and are well on course to exceed expected goals by the time they enter Year 1.
- The school caters very well for the needs of all groups of pupils, so that those with special educational needs, as well as the more able pupils, also achieve very well.
- Pupils' language skills are very well developed and underpin their performance in all other subjects.

Commentary

1. Over the last five years, the school's results in reading, writing and mathematics at the end of Year 2 have been consistently well above the national average. In reading and writing, they have frequently been amongst the top 5 per cent of schools in the country. Although the overall rate of improvement over the last five years has been below the national trend, this is largely because the school was so far ahead of other schools five years ago. Standards in writing, however, have continued to improve from well above average levels in 1998 at a faster rate than the national trend.
2. The standard of attainment when children enter school is above average. Children in the Foundation Stage, including those with special educational needs and the very small number of pupils for whom English is an additional language, achieve well. This is because the teachers plan carefully to meet the different needs of all children. Very supportive relationships are also established between staff and children, which contribute to the children's very good personal, social and emotional development. Children also do particularly well in the area of communication, language and literacy because the teaching focuses upon developing speaking and listening skills and children are provided with a significant amount of individual attention to help them to learn to read. Nearly all children are likely to achieve the early learning goals² in each area of learning before, and in some cases well before, the end of reception.

² **Early learning goals:** are a set of standards which it is expected that most children will achieve by the end of the Foundation Stage. They are set out into six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

Standards in national tests at the end of Year 2 – average point scores³ in 2003

Standards in:	School results	National results
Reading	18.2 (18.9)	15.7 (15.8)
Writing	17.3 (17.2)	14.6 (14.4)
Mathematics	17.6 (18.2)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. In 2003, the results of the national tests at the end of Year 2 were well above the national average in reading, writing and mathematics. When compared with the results of similar schools, the results were well above average in reading and writing and above average in mathematics. The slight dip in mathematics results since the previous year has been analysed closely by the school, and effective additional arrangements have been introduced. The results of the teachers' assessments in science were well above both the national average and what might be expected in similar schools.
4. The school has a rigorous process of assessment which enables teachers to set appropriately challenging yet realistic targets. These targets were exceeded in 2003. Targets for 2004 are similarly challenging and reflect the school's aspirations to ensure that all pupils achieve the highest results of which they are capable.
5. Inspection evidence shows that standards in English are very high, particularly in speaking and reading. Pupils' writing skills are also very good because they have so many opportunities to develop their writing when producing work for subjects other than English. Standards in mathematics and science are well above average. Pupils' overall achievement is very good; pupils with special educational needs and more able pupils make equally good progress because of the high levels of support and challenge. The school is particularly successful in raising the attainment of the less able pupils, and analysis of the school's assessment data shows that these pupils make the greatest gains in their learning during their time at the school.
6. Standards in information and communication technology are above average as the school continues to invest in resources and staff training to keep pace with changes in technology. Most pupils have well developed keyboard skills and are confident in working independently at the computer. Standards in geography and history are above average, largely because pupils have secure factual knowledge, but also because they are given good opportunities to use a wide range of sources of evidence and to raise questions. The school holds in high esteem the creative areas of the curriculum, and this helps to explain why standards in art and design are exceptionally high, while standards in music and physical education are also above average. Standards in design and technology are well above average, and this is largely due to the many opportunities pupils have to work in small groups on a wide range of activities under the supervision of teaching assistants or voluntary helpers.

³ Average point scores are used as a way of comparing fairly the performance of pupils in one school with those in another. The level achieved by each pupil in the national tests is converted into a points score. The points achieved by all of the pupils are added together and divided by the number of pupils who took the test to arrive at an average point score. An average point score of 15 at the end of Year 2 is equivalent to a middle of the range Level 2, which is the standard expected of seven year-old pupils.

Pupils' attitudes, values and other personal qualities

The school's provision for pupils' spiritual, moral, social and cultural development is **very good**. Pupils' attitudes to school, their behaviour and personal development are all **very good**. The level of attendance is **very high** and punctuality is **very good**.

Main strengths and weaknesses

- Pupils really enjoy coming to school and take a keen interest in their lessons and activities.
- By Year 2, pupils show great maturity in the way they work both independently and collaboratively, although they could be stretched even more by being given greater autonomy.
- Pupils' behaviour within the classroom and around the school is very good and is a direct result of the high standards expected by teachers and assistants.
- The school is very good at helping pupils to develop social and moral responsibility and an understanding of different cultures.
- Very good procedures to deal with attendance, highly supportive parents and very keen pupils result in an excellent attendance record.

Commentary

7. The high standards of the last inspection have been maintained. Pupils are very keen to come to school. They are very interested in their lessons, enjoy learning and work hard. They particularly enjoy the many opportunities they have to work in smaller groups, such as the frequent opportunities to work under the supervision of an adult on activities such as cooking or science investigation. Extra-curricular opportunities for pupils in Year 2, provided through sports and music clubs, are well attended. Very good foundations for children's personal, social and emotional development are laid during their time in reception, when children learn to adapt well to school life, play with others and work independently. By Year 2, most children show a great deal of maturity in their ability to work independently and responsibly, either on their own or in small groups, as well as the ability to work collaboratively as a class. However, many pupils are capable of being stretched even further by being given greater autonomy over making decisions about how to undertake a piece of work. Pupils are thoughtful in their play, and younger children are not intimidated by older pupils. Playtimes and lunchtimes are pleasant and relaxed.
8. The school's ethos is excellent. The headteacher sets the tone through her insistence on high standards, and all other adults working in the school set high expectations with regard to pupils' conduct and behaviour, which are consistently very good. Pupils are friendly, considerate and polite to adults and to each other. The school rules, such as 'be kind' and 'try hard', are prominently displayed throughout the school and understood by even the youngest children. The school is a racially harmonious place and bullying is virtually non-existent. Pupils enjoy the Friday morning 'Star of the Week' assembly, which particularly recognises examples of good, kind and thoughtful behaviour. Parents also appreciate the recognition that this gives to their children. Staff and pupils know and understand the procedures for dealing with unacceptable behaviour, and any rare incidents are dealt with quickly and appropriately. No pupil has been excluded since the last inspection.
9. The school's arrangements for promoting pupils' personal development are very good. Children in the reception class show great maturity in the way they tidy away at the end of a session. As pupils progress through the school, there are increasing opportunities for them to take on a range of responsibilities. Pupils in Year 2 help with specific tasks, such as setting up gym equipment and distributing class registers in the morning. Assembly themes, such as the theme of 'Friends' during the week of the inspection, are used to develop pupils' understanding of the Christian faith. Pupils are encouraged to reflect on what this means to them and those around them. As a result, pupils are compassionate and understanding of others' needs and interests. From an early age, the children are taught to listen to one another and, as a result,

they relate well to their peers. Younger children are able to distinguish right from wrong. Older pupils show respect for people, living things and the environment.

10. Since the last inspection, the school has become much more effective in developing pupils' awareness of living in a multi-cultural society. Special days and activities have helped pupils to develop their curiosity and understanding of other cultures. During their time in the school, pupils in Year 2 have learnt about, for example, African artefacts and body art, Indian food and culture, Japanese clothing and customs, and Caribbean music and stories. They have had visitors from Nigeria and sponsor a child in Uganda. The pupils are curious and imaginative in exploring these different cultures, both past and present, and they understand that societies and individuals of different cultures will be diverse in the way they follow their beliefs. The two children for whom English is an additional language are very well integrated members of the school community.
11. The level of attendance is amongst the highest in the country for infant schools. There is no unauthorised absence. The school has very good procedures to monitor attendance and punctuality and parents are very supportive of the school's procedures. Very few parents withdraw their children for holidays during term-time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.4	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The overall quality of the teaching is **very good**. The school provides an **excellent** curriculum, which is enriched by an **excellent** variety of activities outside the normal curriculum. The staff provide a **very good** level of care for the pupils. The school's links with parents and the local community are **very good** and links with other schools are **excellent**.

Teaching and learning

The overall quality of the teaching is **very good**. The school's procedures for assessing pupils' work, and using the information gathered to respond to individual pupils' needs, are **very good**.

Main strengths and weaknesses

- Teachers relate very well to the pupils and make lessons interesting and challenging. Consequently, pupils want to do well and work hard to this end.
- Teaching assistants and many voluntary helpers play a very important role in teaching and supervising small groups of pupils and make an excellent contribution to pupils' progress.
- Teachers make very good use of time during the day to maximise learning opportunities.
- The school's assessment procedures are very thorough, provide a clear picture of how well pupils are doing, and give teachers clear pointers as to how to improve their teaching.
- There are no significant weaknesses in the teaching; pupils are getting a very good deal! Attention to the following three aspects could make the teaching even better:

- Although teachers are conscientious in marking pupils' work, they are not always critical enough in pointing out where and how pupils could improve.
- Although there are many good examples of the use of information and communication technology in pupils' work, its potential is not explored as fully as it could be.
- Although pupils work very well independently, teachers do not always give pupils enough autonomy in deciding how to plan, organise and present their work.

Commentary

12. The quality of teaching and learning in the Foundation Stage is good. Pupils in reception make good progress, particularly in the areas of personal, social and emotional development and in communication, language and literacy. In Years 1 and 2, the quality of teaching and learning is very good. During the inspection, over 90 per cent of the lessons seen were good or better. This very positive picture is supported by almost unanimous comments from parents who are happy with the progress that their children are making.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (28%)	20 (63%)	2 (6%)	0 (0%)	0 (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.

13. Despite recent staff changes, the school has continued to maintain high quality teaching since the last inspection. The positive features noted then, such as high expectations, varied teaching approaches and good classroom organisation, are still very much in evidence. Added to these strengths is the way in which teachers make very good use of time. Before lessons begin, teachers prepare thoroughly, set up resources, inform classroom assistants of their roles, and encourage pupils to settle quickly. Because teachers make lessons interesting and challenging, pupils concentrate and apply themselves well.
14. The headteacher's inclusive style of management has produced a closely-knit team of staff. Shared planning and evaluation are well-embedded practices within the school. A large number of classroom assistants and voluntary helpers make a highly significant contribution to pupils' progress, a view shared by parents. Their deployment enables many activities to be undertaken in small groups around the school. Consequently, pupils receive excellent levels of individual support and direction. Teachers and their assistants demonstrate very secure subject knowledge and understanding in lessons, partly because the school supports their continued professional development so well.
15. Careful organisation of the timetable allows time for pupils to receive particular support in English, mathematics and science. This has contributed to the high standards attained in these subjects. Teachers combine elements of the National Literacy and Numeracy Strategies with their own topic approach⁴ which has worked so well for the staff over the years. In providing a vibrant curriculum, pupils benefit from opportunities to practise communication and other key skills in a range of interesting contexts. In science, pupils' curiosity is well developed through a range of 'hands-on' investigations linked to topics such as water. The teaching of information technology skills is good, although more use could be made of new technology as a tool for teaching and learning across the curriculum. An interactive whiteboard has just been installed to further enrich the quality of teaching and learning.

16. One of the main strengths which underpin teaching and learning is the quality of relationships. In all classes, pupils are well supported in their learning. Teachers know their pupils very well and set work to match their needs. As a result, all pupils have the same opportunity to achieve well. High standards of behaviour are established and maintained in all classes. This contributes to an excellent working ethos around the school. Pupils are keen to do well and respond to the rich variety of activities by producing work of high quality, notably in English and art and design. Most pupils feel they are learning a lot and that teachers help them when they are stuck. Pupils work very well together in pairs and small groups. Occasionally, however, pupils are not given sufficient opportunities to work independently and to have a say in how tasks should be tackled.
17. Teachers make very good use of information from monitoring pupils' work to shape the future planning and delivery of lessons. The performance of pupils in Year 2 in national tests is checked carefully and, if necessary, changes in teaching implemented. For instance, as a result of analysing results in the 2003 tests, the school introduced short additional sessions on problem-solving skills in mathematics. The quality of teaching and learning in foundation subjects⁵ is reviewed on a rota basis by co-ordinators through the sampling of work and displays. There is good evaluative dialogue between teachers following these reviews, and effective steps are taken to strengthen areas of teaching and learning, such as in the use of sources in history. The marking of pupils' work is thorough, but sometimes it is not critical enough. For example, while the overall quality of pupils' writing is very good in their topic books, sometimes spelling mistakes and other inaccuracies are not corrected. As a result, pupils are not always clear about what they need to do in order to improve their work even further.
18. Teachers take very good account of the learning needs of different groups through flexible use of the timetable. Those pupils identified by teachers as more able are sometimes extended by higher-level questioning and by having time to finish extended pieces of work. The school provides good focused language group support for the few pupils for whom English is not their mother tongue. Pupils with special educational needs are taught very well. As a result, they make very good progress towards the manageable targets set in their individual education plans. These records are monitored carefully and meet the guidance set out in the Code of Practice. The teachers and their assistants work very closely to ensure that pupils receive necessary support. This explains why pupils with special educational needs are achieving as well as other pupils.

The curriculum

The quality of the school's curriculum and the range of enrichment activities provided are **excellent**. The overall quality of the school's accommodation and resources is **good**.

Main strengths and weaknesses

- The school has successfully maintained the very high quality of its curriculum since the last inspection.
- The topic-based curriculum is very well planned to provide pupils with a rich and interesting variety of activities which motivate them to learn.
- The input of all subjects into the development of pupils' literacy skills is significant.

⁴ Instead of teaching subjects of the National Curriculum separately, teachers decide on an overall topic or theme for each term and relate all of their teaching to this theme. Careful planning ensures that, over the course of the key stage, all aspects of the National Curriculum are covered.

⁵ **Foundation subjects** are: art and design, design and technology, geography, history, information and communication technology, music, and physical education.

- The school provides a rich programme of creative and physical activities which results in very high quality art work and significant involvement in music, physical education and drama.
- An excellent and wide-ranging programme of visits, visitors and extra-curricular activities is integrated seamlessly into the day-to-day curriculum.
- The school is well resourced for all subjects, except information and communication technology.
- Pupils benefit significantly from a very good number of well-trained and experienced teaching assistants and a large number of voluntary helpers.
- The school's accommodation has some shortcomings.

Commentary

19. The quality of the school's curriculum was highly praised at the last inspection. All of the positive features noted at that time are still in evidence and are major contributory factors which account for the very high level of parental satisfaction, the great interest shown by pupils in their work and the high academic standards achieved by the school. The school has managed to maintain such high quality by making carefully reasoned decisions and remaining firmly in charge of what is taught. New educational initiatives are evaluated carefully. If new features of these initiatives are considered to be beneficial, they are implemented within the basic structure of well-trying and well-tested methods. A further significant factor is the excellent way in which the timetable is managed by breaking the day into shorter teaching slots than are found in most schools, thus enabling pupils to experience a wider and richer variety of activities than is frequently the case. Very careful consideration is given to pupils' differing needs. Additional support groups, whether for those experiencing difficulties or for the more able, are provided whenever necessary. As a result, the curriculum caters very well indeed for the needs of all pupils.
20. At its heart, the curriculum continues to be based on a series of termly topics, around which the teaching of all subjects of the National Curriculum are built. These topics are very well planned indeed, and lend a cohesion and richness to pupils' work which generate and sustain their interest. Curricular planning is checked each term to ensure that all aspects of the National Curriculum are covered in sufficient detail. Aspects which do not fit into a particular topic are taught discretely. Children in reception are provided with a wide range of free-choice activities, short whole-class activities and carefully focused teaching sessions led by the teacher or an assistant, all of which provide a good foundation for future learning. In Years 1 and 2, the topic work is rich and varied. An excellent feature is the way the development of pupils' literacy skills is promoted throughout the day, regardless of the subject. The topic planning contains many opportunities to develop pupils' creative skills. Collections of art indicate that pupils have studied and produced work in the style of a very wide range of artists: local, contemporary, the less well-known as well as the more famous, traditional artists. Many opportunities are provided for pupils to develop understanding of music, for example, through learning about Japanese and Indian music. Dramatic skills are developed well in a weekly drama lesson, and each class has three lessons of physical education each week to cater for their physical development.
21. The very wide range of additional enrichment activities, visits and visitors blends seamlessly into the more formally planned curriculum, ensuring that pupils constantly have interesting and memorable experiences to discuss and write about. Visitors from abroad, visiting artists and musicians, representatives of essential services, a mother bringing her baby and a blind man his guide dog bring the wider world into the school. Visits to places such as a local farm, a model village, a discovery centre and places of natural beauty awaken pupils' interest in the world outside school. A rolling programme of extra-curricular activities, attended at times by almost three-quarters of the pupils in Year 2, extends learning opportunities beyond the normal school day.
22. The constant exposure to new and exciting experiences is made possible because of excellent management of the teaching staff, teaching assistants and a large band of voluntary helpers.

Parents of up to a quarter of the pupils help within the school, some on an occasional basis, others more regularly. Job-share teaching arrangements in one class and the part-time employment of other teachers enable the school to provide teaching in separate year groups for pupils in Years 1 and 2, together with specifically focused teaching from time to time for those with special educational needs or pupils who need to be challenged more. Excellent communication between teachers, assistants and helpers enable many activities to take place simultaneously, so that much of the teaching or exploration is undertaken with small groups of pupils who enjoy the close attention given by adults and who learn very well as a result. High standards in reading are achieved because pupils read regularly on their own to an adult, daily in reception, but also on a frequent basis in Years 1 and 2.

23. Teaching pupils in small groups makes efficient use of the good range of resources, many of which have been purchased as a result of fund-raising efforts by the school's parent-teacher association. Almost all subjects are well resourced, although the number of computers and facilities for using new technology within the classroom, such as interactive whiteboards and projectors, are not as plentiful as in many schools. However, equipment is used well, and the acquisition of a number of laptop computers has provided greater flexibility for pupils to use computers.
24. Although the accommodation has a number of shortcomings, there are some beneficial aspects. Two very small teaching areas, a library area and a small external building provide teaching areas for small groups of pupils. The use of these rooms is managed very well. The buildings are kept in immaculate condition by the school cleaner, and excellent displays throughout the school provide an interesting and stimulating learning environment. Outdoor facilities for physical education are good, but the hall provides very limited space for indoor physical activities. Office and staffroom space is cramped. One classroom is used as a corridor for people passing from one part of the building to another, and another classroom is very awkwardly shaped. Issues pointed out in the previous inspection with regard to the lack of outdoor facilities for children in the reception class remain unresolved, although a major building programme, shortly to commence, should significantly enhance the quality of the accommodation. Despite the difficulties of the accommodation, very good management of the pupils and good use of teaching assistants enable the school to overcome the problems posed.

Care, guidance and support

The school takes **very good** care of its pupils and has **very good** procedures to ensure their welfare, health and safety. It provides them with **very good** support, advice and guidance. It is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- Relationships between pupils and staff are excellent, and pupils feel the staff are very supportive.
- Daily routines and arrangements for pupils' welfare, health and safety are very well planned.
- The school's very good support systems help pupils to become mature and self-assured.
- Procedures for pupils joining and leaving the school are very good

Commentary

25. The very good provision for pupils' welfare has been maintained since the last inspection. Daily routines are very well planned and pupils are well supervised at all times. School buildings and grounds are very clean and well maintained. All staff are fully aware of medical and child protection procedures. Designated members of staff are trained in first aid and always on hand. The excellent relationships between staff and pupils are a major strength. Pupils feel that teachers are friendly and approachable and that they can go to them with any problems or concerns.

26. Throughout the school, there are very effective systems to monitor and track pupils' achievements. The school actively promotes pupils' self-esteem. As a result, pupils of all ages are confident when they speak and feel they can try things out. By the time they reach the end of Year 2, pupils are self-assured and well equipped to continue learning. Most parents feel that their children are making good progress and that they are encouraged to become mature and independent as they move through the school.
27. Children starting school are supported by a very good induction programme. School staff visit the three main feeder nurseries in Ashted, and all pre-school providers are invited to bring children to visit the school before they start in reception. Although pupils move to a wide range of schools at the end of Year 2, arrangements for transfer are also very effective. All receiving schools are invited to visit St Giles and are provided with pupils' records. Staff from local junior schools, which take the majority of pupils, visit to meet pupils in Year 2 and their teachers and to share information. Smooth transition is further ensured by a follow-up visit to these schools in September by the headteacher.
28. Although there is no formal way of seeking pupils' views, most pupils feel that their ideas are listened to and matter. When sought, pupils' views are expressed thoughtfully and responsibly, and there is evidence to show that these influence school life. A good example is the changes proposed by pupils to put stepping stones on the field, so that they can get to the nature trail without having to go through the quiet area.

Partnership with parents, other schools and the community

The school's partnership with parents and the community continue to be **very good**. Links with other schools and colleges are **excellent**.

Main strengths and weaknesses

- Parents are very supportive of the school and a large number of parents act as voluntary helpers, making a significant contribution to pupils' learning.
- The school keeps parents well informed about their children's progress and what is happening, and parents greatly value the fact that staff are approachable and helpful.
- There are strong links with local churches and very good involvement within the local community.
- Staff and pupils benefit from highly effective links with other school and colleges.

Commentary

29. Parents' views expressed through the pre-inspection questionnaire and meeting were very positive. All parents feel that their children like school and are well taught. The great majority feel that their children are treated fairly and are encouraged to do their best.
30. Parents are very supportive of the school in a number of ways, and their support is highly valued by the school. Around a quarter of parents volunteer as helpers. This level of support makes a significant contribution to pupils' learning. Many parents help within the classroom or supervise activities with small groups of pupils. Other parents run the Saturday football club, organise a book club or tend the environment and are active members of the school association. School concerts, parent consultations and curriculum evenings are very well attended.
31. The great majority of parents are satisfied with homework routines. The school provides good information on the curriculum and school activities and events through both written communication and meetings for parents. Although most parents are pleased with information on their children's progress, a small minority feel that they could be better informed. Inspection

findings do not substantiate this concern. The annual report includes information about progress in each subject, personal and social development and targets for the coming year.

32. Almost all parents feel that the school is approachable, and the great majority feel that their suggestions and concerns are taken into account. A number of parents, however, feel that the school does not actively seek parents' views, and inspection findings indicate that this is an area on which the school could improve. The school promotes an 'open-door' policy which is valued by parents and staff. Teachers, including the headteacher, use early morning 'gate' duty and collection time at the end of the day as opportunities for informal discussion with parents, and such channels of communication are very effective.
33. The parent-teacher association plays a very active role in involving parents and the community in school life. Each term, members organise fundraising and social events. The association raises substantial funds for additional school resources, such as the new interactive whiteboard, and much appreciated extras, such as the school leavers' Bibles.
34. The school knows the locality well and involvement in village events is beneficial to both school and community. Links with local churches are strong, and school involvement in providing Harvest baskets for elderly residents raises the children's awareness of community spirit. This is further enhanced through visits from local residents and representatives from community services, such as police and the school nurse.
35. Links with other schools and colleges are extremely effective. Pupils benefit from very good induction and transition arrangements with a number of schools. In addition, the school's impressive range of links enables staff to share and extend their knowledge and expertise with others. St Giles' supports nursery nurse and teacher training, regularly accepting students from Roehampton College and Kingston University and, as part of its Beacon School programme, the school has also been very active in the training of teaching assistants and newly-qualified teachers.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **excellent**. This reflects the **outstanding** leadership provided by the headteacher, the **excellent** way in which the school is managed, the **very good** leadership of other staff and **very good** governance.

Main strengths and weaknesses

- The headteacher provides an outstanding role model in her teaching, leadership and management.
- There is a very good, corporate team spirit amongst staff that helps to create an excellent ethos.
- The timetable and deployment of resources are planned very effectively and with sufficient flexibility to ensure that pupils receive a rich curriculum.
- The school has maintained high standards across the curriculum because of the commitment and dedication of teachers, other staff and governors alike.
- The school is very effective in ensuring that the needs of all pupils are met, including those who are more able and those with special educational needs.
- The expertise within the governing body contributes significantly to steering the school in the right direction.

Commentary

36. In 1878, in preparation for a visit of Her Majesty's Inspectors, teachers made arrangements for the 'disposal of two round tables, armchairs and a barrel organ'. The school now welcomes inspectors and other visitors in hospitable and friendly terms with nothing to hide! In recent years, it has established a deservedly high reputation for providing good quality education. Through its 'Beacon' status, the strengths of the school have been shared with others. For instance, the school has offered courses on the effective deployment of classroom assistants and behaviour management techniques. It is heavily committed to professional development and places great emphasis upon the ongoing training of its staff.
37. The school lives up to its declared values by encouraging the all-round development of its pupils, whatever their individual needs or backgrounds. As a result, pupils have very good attitudes to their work. The school ensures that all pupils take a full and equal part in lessons and other activities. Its policy for inclusion is fully reflected in practice. This was illustrated in a drama lesson when a boy with an injured arm, who could not participate on health and safety grounds, felt involved when invited to act as a 'critic'.
38. The exceptional standards of leadership and management of the school mentioned at the time of the previous inspection have been maintained. Well-established school procedures and values have been taken on board by new staff who have benefited from high-quality induction arrangements. The headteacher's collegiate style of leadership has resulted in open, frank and positive relationships amongst the staff. All contribute to the life of the school and work hard to keep standards high across the curriculum. The well-conceived school development plan reflects the shared determination to continue to provide high quality education. The performance of the school is evaluated rigorously, and all but one of the key issues identified at the time of the previous inspection have been addressed effectively. Progress on the outstanding issue, relating to increasing the provision of outdoor space for pupils in reception, has not been possible for financial reasons, although plans are now well advanced for the imminent launch of a new building programme, which will deal with this issue.
39. One of the strengths of the management is the flexible and creative organisation of the school timetable. The effectiveness of this can be seen in the quality of the work produced by the pupils, notably in art and design, where they are encouraged to complete their projects even though this may take longer than anticipated. The breadth and balance of the curriculum are first-rate, partly because the staff make maximum use of the time devoted to teaching, but also because they seek every opportunity to integrate the teaching of English and mathematics in a range of interesting contexts. At the same time, the delivery of topic-centred schemes is monitored carefully to ensure that pupils acquire the necessary knowledge and skills for each subject area and according to their needs.
40. A spirit of self-evaluation is central to the management of the school. Key staff collate a range of assessment data on pupils' progress and performance. This is then acted upon to very good effect by fine-tuning teaching and learning approaches to raise achievement. For instance, extension groups have been introduced for average-attaining pupils in mathematics following a slight dip in the results of the 2003 tests. The headteacher is aware of the benefits which can accrue from providing time for staff to observe colleagues teaching, although this poses particular difficulties for small schools. At present, the teaching of subjects is monitored mainly when co-ordinators analyse samples of pupils' work and discuss standards in team meetings. Such a dialogue results in the formation of appropriate curricular action points which feed into the school development plan. This is seen as a working document for implementing the vision of the school. There are very good links between the school's procedures for managing the performance of staff and the school's priorities for improvement.
41. The senior teacher and others provide very good support for the headteacher who carries considerable responsibility in her capacity as co-ordinator of several subjects and special educational needs. The headteacher and her senior teacher currently have too much

responsibility for subject co-ordination, but this situation will change once the school's two new teachers, one newly- and one recently-qualified, finish their induction periods. The leadership and management of special educational needs are very good. Individual education plans are carefully monitored and classroom assistants deployed effectively to support learning.

42. The governing body fulfils all of its statutory duties in a conscientious and supportive manner. Some governors, including the chair of governors, make regular, helpful visits to the school. The governing body gains a very good overview of how the school is performing and adds necessary challenge, especially through the scrutiny provided by its various committees. Governors on the curriculum committee, for instance, keep a close eye on the standards achieved and hold the school to account when there is a marked dip in standards, as occurred in results from the 2001 mathematics tests.
43. The school applies the principle of 'best value' very well, as illustrated by determining supplies and services related to the current building plans, following several setbacks beyond the school's control. The governors' finance committee has worked hard to raise funds to finance the current building programme, and this accounts for the larger than average carry forward in the school's budget. The day-to-day administration is very efficient, and classroom assistants make a very significant contribution to the quality of teaching and learning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£356 964
Total expenditure	£355 028
Expenditure per pupil	£2 974

Balances (£)	
Balance from previous year	£37 330
Balance carried forward to the next	£39 266

44. The main barrier to raising achievement further is the nature of the school's accommodation. This restricts outdoor play for children in reception. Because of the layout of the school, there are unavoidable minor disruptions to lessons from time to time, particularly in the class for pupils in Year 2, which also acts as a corridor from one part of the school to another. Inspection evidence shows, however, that staff and pupils work as best they can in the circumstances. The re-development of the school site, as identified in the governor's strategic plan, should remove this barrier to progress.
45. In the light of the very good teaching, the consistently high standards, the very good achievement of pupils of all abilities, the first-rate leadership and management, and an average income per pupil, the school is deemed to be giving very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Children join the school in the September of the year in which they have their fifth birthday, with younger children attending part-time for one term. Most of the reception-aged children are taught together in one class, and around a quarter are taught in another class together with pupils from Year 1. The teachers of both classes, one newly-qualified and one recently-qualified, joined the school in September. For much of the time in the mornings, children from the mixed-age class have separate literacy and numeracy lessons with another experienced teacher. Despite the change in staffing, the good features mentioned in the previous inspection have been maintained, a testimony to the school's very good induction procedures for staff.
47. Children's attainment on entry to the school varies widely. It is above average overall, but not markedly so. Tests taken on entry in previous years indicate that standards are very similar to the Surrey average, with an even distribution of children of above and below average attainment. Many children come from supportive home backgrounds and children's level of confidence and willingness to interact with others is well above the norm.
48. Provision for reception-aged children is led and managed well. The curriculum for these children is well planned and well organised. Short whole-class lessons, supervised teaching sessions and free-play activities all revolve around a central topic, which lends cohesion and interest to the children's work. During the week of the inspection, the uniting theme for children in the reception class was the adventures of Paddington Bear. As in the rest of the school, teaching assistants play a very valuable role in teaching small groups of pupils.
49. The accommodation for children in the reception is satisfactory overall, but has several shortcomings. Although attractive and secure, the outdoor patio is inadequate to cater for the number of children in reception and not easily accessible to children in the mixed-age class. These children are also taught for much of the morning in a small outdoor room, which lacks the resources and facilities available to children in the main reception class. The teachers overcome these shortcomings well by providing interesting and stimulating activities which ensure that all areas of learning are covered well. For financial reasons, the school has been unable to improve its outdoor facilities for children in the reception since the issue was highlighted at the last inspection, but a major new building project is shortly to commence and will significantly improve the facilities available for these children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teachers provide a very well balanced day, giving children the opportunity to learn in formal situations, as well as working independently and having time to choose their own activities.
- Children's confidence and maturity are well above the norm for their age.
- Children's attitudes and behaviour are very good.

Commentary

50. The teaching in this area of learning is good. Many children enter the school with well-developed social skills, but they make good progress towards the expected goals, which most children achieve well before the end of the reception. Standards are, therefore, well above average, and children achieve well.

51. The day is organised very well to provide a very good balance between whole-class teaching, directed, independent and free-choice activities. In this way, children learn to cope with a variety of different learning situations. Whole-class sessions are short enough for children to maintain their concentration, but long enough for them to get used to working in a more formal situation. Good techniques, like asking children to become silent statues, help them to learn to listen to instructions, which they obey quickly and willingly. Well-focused group activities, led by the teacher or an assistant, help children to get used to working with others, whilst the teachers have high expectations of children who are given specific tasks to carry out independently, such as producing a piece of writing.
52. As a result of the good teaching input, children collaborate very well with each other and are confident, self-assured and very polite. They display a maturity in their interaction with adults that is much greater than the norm. They show perseverance when working on their own, but know when to ask for help. Although some children call out when they shouldn't, and others are more fidgety than older pupils, they behave and participate very well during their whole-class sessions, generally displaying a keen interest in what is happening. By the end of the reception, nearly all children are very well prepared to cope with the more formal demands of being a pupil in Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards in communication, language and literacy are well above average by the end of reception, particularly in speaking and reading.
- Very good teaching in a variety of situations promotes the development of all four key skills of reading, writing, speaking and listening.

Commentary

53. Although the speaking and reading skills of some children are well above average when they enter the school, their writing skills are less well developed and many show no more than average attainment in communication, language and literacy at the start of the school year. The teaching of this area of learning is very good. Children make rapid progress and achieve very well. By the time they start Year 1, most children have progressed well beyond the goals expected for their age, particularly in reading.
54. The school day is structured very well to provide regular opportunities for children to work with adults, as well as many opportunities for them to work or play on their own, engaged in activities which develop literacy skills. During the inspection, every child was expected each day to complete an independent writing task which they were able to achieve because of careful preparation during the whole-class introduction. During these sessions, children are introduced to and practise letter sounds and words which occur frequently and learn to enjoy reading books together. These occasions also provide very good opportunities for children to develop listening skills and to acquire the confidence to speak in front of others. Throughout the day, there is very good interaction between children and adults working in the classroom, and speaking skills develop quickly and naturally. Each child has a reading session on their own with a teaching assistant which meets their specific needs and reinforces whole-class reading activities and the very valuable input from home. A very well organised system of book bags and reading records encourages this vital partnership between home and school. For the few children who receive little support at home, the school provides additional help within school time, and there is also very good individual attention for the very few children for whom English is an additional language. Children in the mixed-age class have a session each day in which they are taught separately from the pupils in Year 1, and this helps to ensure that work is focused on their specific needs.

55. Because of the very good teaching input, the good role models provided by adults and the encouragement they get from home, reading and writing become a normal part of children's everyday experiences. During her free-choice activity, for example, one girl chose to write a card for her mother and the new baby instead of playing with other toys. Writing styles are modelled carefully, and children quickly learn to write in cursive script. Many children are already reading simple texts fluently. Children are encouraged to spell words on their own, without constantly asking for help. Children's ability to communicate orally is very impressive, but then the stimulating learning environment gives them much to talk about.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children make good progress in their mathematical development through a range of well-planned formal and informal activities.
- Accommodation for reception-aged children in the mixed-age class impedes open and unrestricted access to resources.

Commentary

56. The teaching provided for children's mathematical development is good, although not as comprehensive as that provided for their language development. Children make good progress and reach the expected goals before the end of reception. Standards are, therefore, above average and children achieve well.
57. A short focused whole-class teaching session introduces key concepts well. These are reinforced during a group activity led by either the teacher or an assistant, with groups rotating during the morning so that each child has a turn. Careful observation of children's progress enables the teacher or assistant to alter the focus of the activity according to the ability level of the group, although at times some of the activities are not quite as challenging as they could be. There are plenty of opportunities for children to reinforce mathematical skills during their independent play activities. A group of three girls, for example, played together in the role-play shop, purchasing items of clothing for their teddy, using the labels to find out how much each item cost and using coins to pay for their purchases. Adults working with children on other activities use opportunities to help children to count or work out simple mathematical problems. Whilst the rooms have many visual stimuli which reinforce children's language development, there is not as much stimulus evident to reinforce mathematical understanding. Children in the mixed-age class have dedicated sessions on their own in a separate building, although the multi-purpose use of the room means that a wide range of resources is not immediately available when needed unexpectedly to reinforce a particular concept.
58. Children are developing a good concept of number, counting forwards very confidently to 30 and some well beyond. Children are not as confident when counting backwards. Most have a good understanding of simple problems involving money, although some children still find it hard to realise that a 5p coin is worth the same as five 1p coins. Their good use of language helps them to grasp concepts such as 'bigger' and 'smaller' quickly. Most children have a good understanding of shape and are adept at talking about and recreating simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of well-planned learning activities based on a central topic provides rich opportunities for extending children's knowledge and understanding of the world.

- Standards in this area of learning are above, and in some cases well above, those normally found in children of this age.

Commentary

59. The teaching to develop children's knowledge and understanding of the world is good. Children learn quickly and achieve well. Most reach the standards expected before, and in some cases well before, the end of reception.
60. The topic-based approach to teaching provides an ideal medium for extending children's knowledge and understanding. Paddington's travels enable the teacher to introduce children to life and customs from around the world. One boy very excitedly told an inspector at the beginning of the week that his class was expecting a visitor later in the week from deepest, darkest Peru. Children's geographical understanding is particularly good as they talk knowledgeably about rainforests, volcanoes, rivers and mountains. Thoughtful planning helps children to develop an awareness of past and present. Children were particularly fascinated during the inspection week by the range of teddies, old and new, which children had brought in from home and which they enjoyed exploring during their free-play activities. Carefully planned investigations, which link in with the central theme, lay good foundations for later investigative work. Groups of children, for example, worked enthusiastically with the class teacher to test a range of materials to see which would be the most appropriate material for Paddington's rain hat. The outdoor environment is used well to develop understanding of plants and living things. Many children already show good skills in using a computer, although the reception class is poorly equipped in this respect to allow children widespread access to computers.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The school compensates for its lack of outdoor facilities for reception-aged children by providing frequent opportunities for physical education.
- Children are confident, controlled and well-co-ordinated in their movements and enjoy the wide range of activities provided which help them to develop physically.

Commentary

61. The quality of teaching and learning in the area of physical development is good. Children achieve well and reach above average standards by the end of reception.
62. The school does not have the range of large equipment and outdoor facilities advocated for children of this age, but compensates for this by providing four sessions of physical education during the week, so that children have plenty of opportunity to engage in vigorous physical activity as well as using a range of climbing apparatus. In the session observed during the inspection, children were very confident in using a range of apparatus which had been carefully set out for a previous class in the school hall. Children moved confidently and safely, showing good control and co-ordination, and a good awareness of space. Good control and co-ordination is also evident as children move around the classroom and engage in free-play activities. The teachers plan many good activities to develop children's ability to develop fine movements. Drawing, writing, construction and malleable materials are freely available for children to choose, and focused group activities help children to develop essential skills, such as cutting with precision and sticking to make a model of Paddington's suitcase. Great enjoyment is evident through all of the activities provided for children to develop physically.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children have many opportunities to develop their creative abilities, either through free-play activities or through more focused instructional sessions.
- Some of the children's artwork is of a particularly high standard.

Commentary

63. The quality of teaching and learning within the area of creative development is good. Children make good progress, achieve well and reach above average standards by the end of reception.
64. Careful consideration is given by the teachers to all aspects of children's creative development. Opportunities to paint, draw and use malleable materials are freely available for children to choose when working or playing on their own. More formal instruction is provided in group sessions under the direction of the teacher or an assistant, and displays around the classroom attest to some very good artwork, a harbinger of the very high standards achieved by pupils in Years 1 and 2. Children have a weekly session in groups of ten with a school governor for music, thus providing them with good opportunities to listen to music and to perform. A weakness during the week of the inspection was the lack of opportunity for children to perform together through, for example, the singing of familiar songs and rhymes. However, the teachers provide plenty of stimuli for imaginative play, for example, within the role-play area or using the provision of various stimuli relating to the central topic.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **excellent**.

Main strengths and weaknesses

- By the end of Year 2, standards in English are very high in all four key skills.
- Excellent leadership and management have ensured that the development of language and literacy skills lies at the very core of the school's work.
- Frequent interaction with adults, small-group activities and drama lessons contribute significantly to the development of confident and articulate pupils.
- Teachers provide an excellent range of opportunities for pupils to develop their writing skills through every subject of the curriculum.
- Many opportunities are provided for pupils to develop their reading skills.
- The development of pupils' language and literacy skills imbues every aspect of the curriculum.
- Teachers are not always critical enough when marking pupils' writing.

Commentary

65. The school has not only maintained the very high standards in English noted at the time of the last inspection, but results in writing have continued to improve. For three out of the last four years, results in reading and writing have been amongst the top 5 per cent of schools in the country, and in 2003 they only missed being amongst the top 5 per cent by the narrowest of

margins. The results have been comfortably well above the average for similar schools for the last four years.

66. Inspection findings show that standards in all aspects of English are very high and that pupils of all abilities achieve very well. The school's assessment data shows that children of average and below average attainment on entry to the school make the greatest gains during their time at the school, but those who enter with well-developed skills also achieve impressively. Boys and girls achieve equally well. By the time they reach Year 2, almost all pupils achieve the nationally expected Level 2⁶. In 2003, over half of the pupils achieved the higher Level 3 in reading and a third in writing.
67. The school's success is due to a number of factors, which include the very high expectations set by the headteacher and mirrored by the staff, very good teaching, plenty of individual attention and teaching of pupils in small groups, very supportive home backgrounds, highly motivated pupils and a rich and varied curriculum which promotes pupils' language and literacy skills throughout the day. This latter factor is possibly the most significant, as pupils have numerous opportunities to develop their writing in every subject of the curriculum. Teaching sessions rarely last for more than 40 minutes, which enables the school to fit many more sessions into the school week than is found in many schools. This effectively increases the number of occasions on which pupils have to listen, of opportunities for teachers to engage pupils in discussion, and of activities for pupils to write about. But it is also a maxim of the school that pupils should never leave work unfinished, so time is built in for pupils to complete written work, which is nearly always done to a very high standard.
68. The quality of teaching and learning is very good. Because the nature of the work provided is intrinsically interesting, and work in one subject is seen to complement work in another, pupils are interested and keen to participate in discussion. Their oral skills are, therefore, developed very well. By the end of Year 2, the great majority of pupils are confident and articulate, and keen to engage adults in conversation. The numerous activities which take place in small groups, often supervised by a teaching assistant or a voluntary helper, greatly enrich the opportunities to develop speaking skills and provide motivation for pupils' writing. Well-run drama sessions, taught by a teaching assistant, provide further opportunities to stimulate pupils' imagination and for them to develop their confidence in oral work. In a lesson for pupils in Year 1, they not only listened carefully to the teacher, but showed great maturity in their response as they moved slowly, thoughtfully and expressively in response to the stimulus provided.
69. Written work abounds, and pupils' finished topic books are of a very high standard, and worthy of much older pupils. Just occasionally, pieces of work slip into these books which are not particularly challenging, but displays in all of the classrooms contain abundant examples of writing which is thoughtful, well formulated and interesting to read. The range is excellent, a result of meticulous planning and teachers who are highly skilled at ensuring that each termly topic embraces every subject and provides a wide variety of writing opportunities. Pupils' writing on the topic of water, for example, embraced imaginative writing on the life of a raindrop, factual writing describing the water cycle, evaluative writing on listening to Handel's *Water Music*, poems about Jack Frost and much, much more. Pupils are encouraged to present their work well, and standards of handwriting and presentation are very good. Although teachers mark every piece of pupils' writing, and provide suitably encouraging comments and occasional pointers for improvement, there appears to be a reluctance to 'spoil' the finished appearance by annotating pupils' work. As a result, teachers miss opportunities to challenge pupils further by pointing out where they have made spelling or grammatical mistakes or indicating how their work could improve. Guidance is not lacking, however, as teaching points are made well during

6 **Levels:** The standard of pupils' work is assessed against National Curriculum Levels. The national expectation for each subject is that pupils should be working comfortably at Level 2 by the end of Year 2, and at Level 4 by the end of Year 6.

lessons and frequently reinforced. Because teaching groups are relatively small, teachers have the opportunity to offer appropriate comments and advice when pupils are working on their own.

70. The approach to the teaching of reading is no less thorough. The very good groundwork begun in the reception, with children reading individually each day to an adult, is built upon very effectively in Years 1 and 2. There are regular opportunities for pupils to read; reading books are taken home each day and small-group reading sessions are arranged. Pupils read fluently, confidently and with understanding. Any pupil who is perceived to be having difficulty in reading is given additional help, and regular assessments ensure that staff have a clear idea of how well their pupils are doing. The average reading age for children in Year 2 is getting on for two years above their chronological age.
71. Although the headteacher has temporarily added the co-ordination of English to her already large portfolio of responsibilities because of changes in staffing, the leadership and management of English owes as much to the whole-school ethos and approach to teaching as it does to an individual co-ordinator. The excellent way in which the teaching of English is integrated into all aspects of pupils' work, the careful tracking of pupils' progress, the response to individual needs, the timetabling of support groups and use of teaching assistants and helpers, and the way in which pupils' work is celebrated through the compilation of attractive topic books and displays, all speak of excellent leadership and management.

Language and literacy across the curriculum

72. The development of pupils' language and literacy skills across the curriculum is excellent. The development of English skills imbues every aspect of the curriculum, and this is a crucial factor which enables the pupils to achieve such high standards in English. Pupils write critical appreciations of music they have heard, retell the life of a famous person in history, describe a science experiment and explain how they have carried out some cooking. Writing becomes a natural, everyday medium and features heavily in the excellent displays around the school, particularly in Year 2. Here, there is writing on every conceivable subject, and a checklist is kept to ensure that each pupil has a number of pieces of work on display.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching is challenging, brisk, energetic and focused and engages pupils fully.
- Classroom assistants make an important contribution to high standards.
- Pupils' recall of number facts is very good.
- Mathematics is skilfully integrated into the school's topic approach to the curriculum.

Commentary

73. The 2003 test results in mathematics were well above the national average at the end of Year 2, and were slightly higher than those achieved at the time of the last inspection. Through careful analysis, the school is conscious of a slight dip in the 2003 results and has sought to address this by focusing upon the relatively weaker aspect of problem-solving skills. The inspection findings indicate that current standards of attainment are, overall, well above average. One of the reasons why pupils do so well is because they receive good quality support from classroom assistants. There is no significant difference between the achievement of boys and girls. Achievement is very good overall because teachers respond very well to the differing needs of pupils. For instance, the school has successfully introduced extension groups for pupils who are currently attaining average standards. In one of these sessions, relationships between the pupils and teacher were outstanding. In a climate of mutual support pupils were not afraid to

have a go at challenging sums, discussed different approaches, and learnt from their common errors.

74. The quality of teaching and learning is very good. Lessons are characterised by high standards of behaviour, high expectations and clear focus. Teachers plan carefully and make very effective use of resources to stimulate and sustain pupils' interest in mathematics. Because of this, pupils work very quickly and apply themselves diligently to the tasks in hand. Pupils respond very well to the responsibility of using different equipment, for instance while measuring their heights and arm spans. Pupils are able to practise their mathematical skills in a range of interesting contexts, for example, while cooking and sewing.
75. By the end of Year 2, pupils have a very secure knowledge of number and calculate successfully using addition, subtraction and multiplication. They are competent in the quick and accurate recall of number facts because lessons include regular opportunities for mental arithmetic. Most pupils in Year 2 can count forwards and backwards in twos, fives and tens up to a hundred. More able pupils calculate quickly in their heads sums involving the subtraction of three-digit numbers, for instance when asked to do so in a lesson on measurements. The current school focus on problem-solving has resulted in the introduction of short, sharp sessions in Year 2 at the start of the day. These are having a positive impact in raising standards in this area of mathematics.
76. Pupils in Years 1 and 2 demonstrate a good understanding of shapes and measures. Younger pupils know the names and features of common two- and three-dimensional shapes. They make quick progress in moving on from using non-standard measures, such as thumbs and paces, to rulers and metre sticks. Pupils in Year 2 undertake various measurements using such standard units with increasing accuracy. Here, they co-operate very well together in paired and small-group activities. Pupils present their findings in various forms and to a high standard. For instance, pupils in Year 1 use tallies to record traffic passing by the school, and compare ways to record how many parents use trains, producing computer-generated bar graphs and pie charts. Overall, pupils have satisfactory opportunities to use information and communication technology as a means of presenting and organising mathematical data.
77. The subject is led very well and managed extremely effectively. Assessment information is used very well to identify whole-school strengths and areas for development. The progress of different groups of pupils is also carefully monitored to see what degree of support they require. This involves very good liaison between the headteacher, as co-ordinator, other teachers and classroom assistants. The latter make a significant contribution to the high achievement of pupils, including those with special educational needs.

Mathematics across the curriculum

78. Mathematical skills are taught well through the topic approach. For instance, in their study of water, pupils in Year 2 calculate temperatures using a thermometer, collect data on the most popular colours for bubble bath and calculate accurately the journey times of different vessels.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2.
- The quality of the teaching is very good. The school has a 'hands-on' approach to teaching science, and teachers use key questions and scientific vocabulary very well.
- There are many good opportunities for pupils to undertake investigations linked to the topics under study, but not enough opportunities for pupils to determine their own course of enquiry.

- Teachers and assistants make very good use of questions to focus pupils' learning.
- The standard of pupils' presentation is very high.

Commentary

79. Inspection evidence shows that well above average standards have been maintained since the previous inspection. This very positive picture is due principally to the quality of teaching. Very good management of the subject is also a factor. Many opportunities are taken to extend pupils' scientific knowledge and understanding in a variety of interesting contexts which keep pupils motivated and eager to learn. The emphasis on a 'hands-on' approach throughout the school, using a variety of resources, has contributed to pupils' enjoyment of science and is another underlying reason why standards are high.
80. Teachers' assessments in 2003 showed that pupils were particularly knowledgeable about life processes and living things. This was also evident during the inspection. In one very good lesson, pupils in Years 1 and 2 were invited to work 'like scientists' in observing carefully the differences between ladybirds and centipedes as a prelude to work on classification. Moreover, evidence from photograph albums shows that good use is made of the school pond and grounds to develop observational and recording skills. A scrutiny of pupils' books shows well-presented work in all areas of science. Pupils are taught effectively how to organise their findings using various formats, such as tables, charts, graphs and labelled drawings.
81. The quality of science teaching and learning is very good. The use of key questions and scientific vocabulary is among the teaching strengths. All classes undertake a range of investigations as part of their class topics. Hence, pupils experiment to see which amount of water makes the best jelly, conduct an experiment to see which material would be best suited for a rain-proof hat and investigate ways of removing oil from water following work on pollution. A few pupils are reluctant to hypothesise because of fears that their answers may be wrong, although teachers work hard to encourage pupils to take a more scientific approach, stressing the need to experiment and investigate. More able pupils could be given greater autonomy in directing their own investigations, but the school has already identified this as an area for further development.
82. The deployment of teaching assistants is a key factor in the very good provision. Small groups are taken by skilful assistants whose own scientific knowledge and understanding are secure because of good preparation and liaison with teachers. For instance, in one session, a group of three pupils in Year 2 considered the forces associated with magnets and successfully sorted materials according to whether they were magnetic or not. They realised through practical investigation that not all metals were magnetic, and used the correct terminology of 'repelling' and 'attracting' in describing the forces at work. Those with difficulty in recording were supported ably by the assistant, who, after the activity, noted the progress of each pupil against the learning objectives. These notes form the basis of a dialogue with the class teacher to inform future planning.
83. The subject is led and managed very well by a co-ordinator who has a good understanding of science, keeps a close eye on the performance of the pupils through the school and recommends the right areas for development. The increased emphasis upon investigative work is an example of recent improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and reach above average standards by the end of Year 2.

- Lessons are planned with clear objectives and pupils know what they should be doing.
- Teachers do not make as much use of information and communication technology as a tool for learning across the curriculum as they could.

Commentary

84. One of the school's priorities is to develop further its provision for information and communication technology. While good standards have been maintained since the previous inspection, the school is fully aware of the need to keep apace with changing technology. In this regard, the school has recently installed an interactive whiteboard and another is scheduled for installation as part of the redevelopment programme. Findings from the inspection show that teachers do well despite limited accommodation and a relatively low ratio of computers to pupils.
85. Most pupils enter the school with above average technological awareness and skills. By the end of Year 1, most pupils demonstrate good mouse control. Particular function keys cause some difficulties for lower-attaining pupils in Year 1, such as 'back space' and 'caps lock', although they show good perseverance because of the help afforded by adults and more able pupils. By the end of Year 1, many pupils work independently using the mouse to click, hold and drag, delete using the undo icon and print their own work. Pupils in Year 2 are confident in setting up the laptops, and they handle these with due care, showing a growing sense of responsibility. Many pupils in Year 2 can find and use stored information, such as pictures, and choose the style of presentation. In one lesson, pupils in Year 2 worked quickly to create a table using borders and shading within which they entered several sentences, making effective use of different font styles and colours to describe their feelings on the playground.
86. The quality of teaching is good and this enables all pupils to make good progress in their learning. Teachers display secure subject knowledge and capability. They organise time well to maximise opportunities for pupils to use the computers. Teaching assistants often take pairs of pupils to work on computers outside the classroom, and this strategy is effective as it provides pupils with more individual attention than is possible when they are working together in a larger group. Teachers provide clear and helpful guidelines to assistants so that they know how to move pupils forward. Pupils learn about the use of technology to control actions, for instance, when they programme simple instructions into a 'roamer' toy to enable it to follow a particular route. They also see the wider application of information and communication technology by using tape recorders to play and record, as well as viewing photographs on a digital camera.
87. The leadership and management of information and communication technology are good. The co-ordinator has a good understanding of provision in the subject following a recent audit. She knows that, while the school is making good use of its existing resources, planned further investment will help raise standards further by increasing access to computers. The careful monitoring of pupils' progress provides teachers with clear and useful information on how well pupils are doing. Technical difficulties sometimes inhibit progress, despite helpful parental assistance, and the school is currently considering the appointment of a part-time technician to address this barrier.

Information and communication technology across the curriculum

88. Satisfactory use is made of information and communication technology to support learning in other subjects. In mathematics, for instance, pupils use programs to consolidate their understanding of addition and subtraction facts and record findings using computer-generated graphs. Occasional use is made of CD-ROMs and the Internet to develop reference skills in history and geography, although this could be extended further.

HUMANITIES

89. Geography and history are taught within a topic framework, and links with other subjects are very good. A scrutiny of the pupils' work, together with discussions with pupils and a review of school displays and photograph albums, indicate that standards in both subjects are above national expectations. As only one lesson was observed in geography, it was not possible to reach an overall judgement on provision in this subject.
90. The one **geography** lesson seen in Year 2 was of very good quality. It was characterised by a judicious balance of discussion, enquiry and recording, as pupils considered possible ways of improving the school grounds. Most pupils interpreted and used simple plans to good effect. Information gained from sampling pupils' work and through discussion with pupils and staff shows that there is good coverage of the curriculum. Each class experiences a visit through the year which helps develop pupils' geographical understanding. Pupils demonstrate a good general knowledge of places, both local and distant. Pupils in Year 2 can describe, for example, different lifestyles experienced by people in parts of the world, such as a child in Uganda. A good feature of the teaching is the use of geographical terms and questions. This is well illustrated in local fieldwork when pupils gather information on a range of environmental issues, such as recycling and the use of transport. Pupils acquire a good knowledge and understanding of geographical processes and patterns through their study of topics such as water. They also develop good mapping skills from devising simple routes to school to more challenging work using local maps of Ashted.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above those typically found by the end of Year 2.
- The quality of displays is high and reflects the varied teaching methods which engage pupils' interests.
- Teachers ask pertinent historical questions to develop pupils' awareness of the past.
- Further opportunities could be taken to introduce more able pupils to more advanced historical ideas and skills.

Commentary

91. Standards in history are above average, as they were at the time of the previous inspection. Standards have been maintained largely because the quality of teaching remains good and tasks continue to motivate learners. By the end of Year 2, most pupils have a secure sense of chronology appropriate for their age. Younger pupils are able to describe basic changes in washing, toys and transport, linked to the respective class topics. Older and more able pupils are beginning to acquire a more developed timeframe by using expressions such as '700 years ago' and particular descriptions such as 'the Victorians'. Well-organised community events, such as the school's celebration of its 150th year, in 2002, contribute extensively to pupils' social and cultural development. Homework is used well to reinforce pupils' understanding of change over time, as when pupils in Year 2 asked grandparents about the games they played as children.
92. The quality of teaching and learning is good. This ensures that all pupils, including those with special educational needs, achieve well. Pupils demonstrate good factual knowledge of the past because teachers give attention to detail in their planning and use a variety of teaching methods to stimulate learning. In all classes, good use is made of questions and a range of resources, including artefacts, stories, video material, photographs and visits. Pupils' positive attitudes are reflected in their own questioning during lessons. In one lesson, several pupils in Year 2 were

keen to know whether the story of Robert the Bruce was true and when exactly he lived. Pupils communicate their understanding of the past clearly and in an organised manner. The quality of pupils' writing and the standard of work on display and seen in photograph albums are high, and are testimony to exciting lessons.

93. The leadership and management of history are good. The enthusiastic subject leader is keen to raise standards and has already identified and acted upon areas noted for improvement following a recent audit of work. For instance, she has recommended that teachers focus on historical sources in more depth, and this was soundly demonstrated in one of the lessons observed. This could be developed further, especially for those pupils that are capable of undertaking more independent research, for instance, by using reference books, documentary sources and information and communication technology more extensively. Formal tracking of pupils' progress is seen by the school as an area for improvement, although teachers know their pupils well and have a good understanding of their learning needs.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

94. Only one lesson in each of design and technology, physical education and music was observed during the inspection. Consequently, it is not possible to make secure judgements about provision in these subjects. Evidence was gained through scrutiny of pupils' work in design and technology, photographs of special activities and pupils at work, and discussions with staff and pupils. Enough was observed in all three subjects to indicate that the high standards of attainment and the many good, and very good, features of provision in these subjects, which were highlighted in the previous inspection, have not only been maintained, but have also been built upon. It is abundantly evident that very high priority is given to providing a rich and exciting creative curriculum and that pupils' physical development is also accorded a place of prime importance in the curriculum.
95. Pupils receive a wide range of learning experiences in **design and technology**. Much of the work is undertaken in small groups under the supervision of assistants or voluntary helpers. These sessions are very successful as they enable the supervising adult to give individual attention to each pupil and provide the pupils with a real sense of involvement. Pupils observed undertaking cooking activities during the inspection were interested and absorbed, and clearly learning very well, as their explanations about food hygiene indicated. Helpers are very well briefed, and there is an excellent communication system for them to inform teachers about pupils' progress and any difficulties or particular successes which might have occurred during the lesson. Photographic displays indicate a wide range of work of very good quality: picture frames made with wood, robots made from recyclable materials, a good range and variety of purses made from different materials and using difference techniques, and the use of construction kits. Larger projects also feature, and these help pupils to develop a very good understanding of the process of designing, making and evaluating. Photographs, for example, show pupils' ideas and prototypes for waterproof hats being put to the test as pupils, dressed in waterproof clothing and wearing their hats, submit to the teacher's watering can in the playground. What fun! Pupils are involved, interested, engaged and eager to participate and learn.
96. In the one **music** lesson observed, taught by one of the school's governors, a former head of music, pupils displayed good understanding of musical terms, such as 'rhythm', 'pitch', 'forte', and good ability to maintain rhythm and tunefulness when singing. Above all, they displayed enthusiasm and enjoyment, a feature mirrored during the school's assemblies, when all pupils sang with spirit, reflecting their very positive attitudes to school in general. Musical appreciation features as part of each termly topic. Written evaluations of listening to Handel's *Music for the Royal Fireworks* not only fitted in well with the topic of fire, but showed that pupils are developing their understanding of different types of music well. Further opportunities to broaden their repertoire occur at each assembly, where the music playing on entry is indicated clearly, and questions from the person leading the assembly reinforce what has previously been explained.

Musical activities feature prominently in the excellent range of additional learning opportunities outside the formal curriculum. Pupils have had good experiences of learning about music from other cultures, such as Japanese and Indian music, as well as learning about more traditional music through performances and demonstrations by visitors. During their time in the school, for example, pupils in Year 2 have observed demonstrations on stringed instruments, the recorder family, the harp, percussion and brass instruments. Participation in local arts festivals, an annual production at Christmas and performances in church provide good opportunities for pupils to perform to an audience.

97. In the one **physical education** lesson observed, pupils in Years 1 and 2 demonstrated a good standard of performance as they performed a variety of jumps and balances on apparatus set up in the school hall. Pupils were very well disciplined and all, without exception, tried hard to accomplish new movements as requested by the teacher. A number of pupils performed adventurous movements, indicating confidence and a good awareness of their own bodies. Very good thought goes into the organisation of physical education lessons, which enables the school to provide at least three occasions per week in which pupils can engage in physical activity. For the afternoon of gymnastics, for example, a group of pupils in Year 2 set up apparatus in the hall immediately after lunch whilst children in each class changed for their lesson later in the afternoon. Pupils then got on with other lessons and tight timetabling then meant that every class could have a session in the hall without spending time setting things up and putting things away. The only limiting factor for physical education is the inadequacy of the school hall for many activities. The gymnastics lesson worked because children were very well behaved and considerate of others, but because of lack of space, not all children were able to perform at the same time and queuing for a turn was inevitable. This, inevitably, constrains pupils' achievement in any given lesson.

Art and design

Provision in art is **excellent**.

Main strengths and weaknesses

- Pupils produce work of very high quality.
- The curriculum for art and design is wide-ranging and rich in content.
- Skills are taught very effectively.
- Pupils' artwork is celebrated through high quality displays, which significantly enhance the overall learning environment of the school.

Commentary

98. The rich variety of artwork on display around the school, in archives and in pupils' books indicates work of a very high standard and very good achievement by pupils. All of the positive features mentioned in the last inspection report have not only been maintained, but have been improved upon. The range of artwork produced and the variety of different techniques, which have clearly been taught very well, are impressive. And it is not just a small number of talented pupils who achieve such high standards, but a significant majority of the pupils, as the very high quality displays around the school attest.
99. Follow the trail taken by one of the inspectors on entering the school during the period of the inspection: the visitor is greeted by a stunning display of paintings, using stippling and wax-resist techniques, based on the work of the artist Katsushika Hokusai. A pupil from the neighbouring classroom spots the interest shown in the paintings and comes up to explain, with great confidence and enthusiasm, how the work was produced and to give a mini-lesson on the life of the Japanese artist. Ushered into the headteacher's study, six representations of John Constable's 'Salisbury Cathedral from the Bishop's Grounds' have to be examined in further detail because they are so good. Moving into the classroom for pupils in Year 2, one is greeted

with walls festooned with pupils' work – every pupil has some artwork on display and three-dimensional models adorn the windowsills. Into the library, and collections of artwork from previous terms show that the present decoration is not a one-off, but an ongoing learning experience in which pupils are exposed to the work of different artists – Seurat, Picasso, Van Gogh, Magritte, Quentin Blake, Paul Klee, Monet and others – and many different styles. Into the hall and here there are four displays of pictures of primulas, one from each class, each produced using a different technique. They illustrate well what good foundations are laid in the reception, and how much progress is made as pupils move through the school.

100. The very good teaching ensures that pupils are continually learning new techniques and are given plenty of opportunity to try them out. In a brief teaching session for pupils in Year 2, for example, pupils were encouraged to look at the detail of their hands from different angles as a prelude to producing observational drawings of their hands. Very good questioning helped pupils to focus on specific details which later emerged in pencil drawings which were far more perceptive than is often found for pupils of this age. Detailed records are kept of any activities which pupils undertake with assistants or helpers, and this enables the teacher to build up a clear picture of how well pupils are doing. Work is celebrated through display, which not only helps to create a wonderfully attractive learning environment, but also motivates the pupils and helps them to have pride in their work. As in every other subject, teachers provide opportunities within art lessons for pupils to continue the development of their literacy skills. For each of the artists studied, pupils write notes about the artist and the characteristics of their work.
101. The leadership and management of art and design are very good. Teachers have a very clear idea of what the school is trying to achieve. A regular audit of the subject is undertaken. Collation of work from completed topics not only provides a record of achievement, but gives the co-ordinator a clear idea of standards achieved. Excellent opportunities are organised for pupils to gain wider experiences, for example, through visiting artists. The skill and expertise of staff is also used well. A delightful collection of pupils' work in the style of the illustrator Quentin Blake was significantly enhanced by the talents of one of the school's teaching assistants. Staff also have good opportunities to learn from each other. On one staff meeting each term, for example, staff visit each classroom and purposefully look at everybody else's displays, which gives each person a different perspective on how to do things.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

102. Provision for personal, social and health education was not inspected in detail, but the very good arrangements clearly have a beneficial impact on pupils' personal development and, together with the excellent ethos of the school, result in pupils who are mature, confident and self-assured. Each class has one formal session of personal, social and health education each week. There is a good formal scheme of work for these lessons, but there is sufficient flexibility for staff to be able to introduce any topic of immediate relevance. The ethos of a church school is also a very important factor in helping to mould pupils' personal development, and staff provide excellent role models for pupils in this respect. There is very good involvement with external agencies, such as the school nurse and the local police liaison officer. Personal and social issues also feature prominently in the weekly themes for assembly. Sex education is not dealt with overtly, but staff answer questions as they arise and at a level which is pertinent to the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	1
Attendance	1
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	1
Enrichment of the curriculum, including out-of-school activities	1
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	1

The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

Inspectors make judgements on a scale:

excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).