

# INSPECTION REPORT

**WONERSH AND SHAMLEY GREEN C OF E INFANT  
SCHOOL**

Shamley Green

LEA area: Surrey

Unique reference number: 125202

Headteacher: Mrs Heather Lee

Lead inspector: Mrs C A Nuttall

Dates of inspection: 4<sup>th</sup> - 5<sup>th</sup> May 2004

Inspection number: 258470

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:	66
School address:	Guildford Road Shamley Green
Postcode:	GU5 0RT
Telephone number:	(01483) 892 345
Fax number:	(01483) 892 391
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Baird
Date of previous inspection:	18 <sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

Wonersh and Shamley Green is a smaller than average-sized school located within the village community of Shamley Green. Pupils come from a predominately white background, mostly of British heritage. There are no pupils for whom English is an additional language and only a few of mixed background. The proportion of pupils with special educational needs is lower than the national average. The socio-economic circumstances of pupils are mainly advantaged, although the school takes almost half of its pupils from outside the immediate area. Four pupils joined and four pupils left the school in the last year. This is a below-average proportion. The school was awarded a Schools Achievement Award in 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
31046	Christine Nuttall	Lead inspector	Foundation Stage Mathematics Information and communication technology History Geography Special educational needs English as an additional language
9519	Susan Pritchard	Lay inspector	
24022	Julia Lawson	Team inspector	English Science Music Art and design Design and technology Physical education

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## PART A: SUMMARY OF THE REPORT

**This is a good school with some highly effective and outstanding features.** Clear leadership by the headteacher helps staff to work together well in the best interests of the pupils. Teaching is good, with some very good and excellent features. Consequently, pupils achieve well. Standards are consistently at above the expected levels by the time pupils reach the end of Year 2. **The school provides good value for money.**

**The school's main strengths and weaknesses are:**

- Standards in core subjects are well above average in end-of-year tests and all pupils achieve well.
- Overall provision in the Foundation Stage is very good, enabling children to achieve well across all areas of learning.
- Teaching and learning are good.
- The partnership with parents is outstanding.
- Leadership and management are good.
- The overall quality of the care and support provided for pupils is very good.
- There is very good provision made to help all pupils develop socially and morally and as a result, they behave very well and become mature and independent learners.
- Governors are fully committed to their responsibilities and very successfully plan and evaluate developments and improvements.
- The role of subject managers in foundation subjects is underdeveloped.
- There is limited assessment in information and communication technology (ICT) and foundation subjects.

The school has moved forward well since its last inspection in 1998. Standards have risen in Year 2 national tests because staff are expecting more of pupils. The quality of teaching has improved significantly and the school has maintained and developed its overall provision for pupils' education. Both of the points for improvement have been tackled successfully and higher-attaining pupils are now challenged well and provision for ICT is good as a consequence of very good attention to these areas.

### STANDARDS ACHIEVED

**All pupils achieve well throughout the school.** Children make good progress in the Foundation Stage and all reach the goals they are expected to reach by the end of Reception in all areas of learning.

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	B	A	A

*Key: A\* - very high; 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.*

This table indicates that standards are consistent from one year to the next. Standards in reading last year were in the top five per cent when compared to all schools nationally. The table does not show the fact that many pupils attained the higher Level 3 and this reflects the school's attention to provision for higher-attaining pupils. Currently, pupils achieve well in English, mathematics and science in Years 1 to 2 and standards are above average. Standards are broadly average in all other subjects. Throughout the school, pupils with special educational needs make good progress

because of the very good support they are given. Their success reflects the school's attention to inclusion of all pupils.

**Pupils' personal development is very good. Their social, moral and spiritual qualities are particularly well developed, with cultural understanding being good.** Pupils are very positive about school and behave very well. Attendance is above average.

## **QUALITY OF EDUCATION**

**The school provides a good education for all pupils. The quality of teaching is good overall, with very good teaching and learning in the Foundation Stage.** Teaching is at least good in all subjects, with some very good and excellent features. Consequently, pupils achieve well in all year groups. This has resulted in standards rising by the time pupils leave the school. Pupils learn effectively because relationships between them and their teachers are very good, teaching assistants support them very effectively and work is interesting. Pupils' learning is supported well by good planning in all subjects and very good personal guidance. Assessment practices in English, mathematics and science are purposeful and rigorous. This is not the case in ICT and the foundation subjects. The partnership with parents is outstanding and parents support the school very well. There are very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**Both the leadership and management of the school are good.** The headteacher has a clear educational vision for the direction and work of the school and provides good guidance for pupils, staff and governors. There are good procedures underpinning the work of the school. Subject co-ordinators are effective in monitoring the strengths and weaknesses in English, mathematics and science and improving standards. Monitoring of other areas of the curriculum is not as effective as it could be. The school is governed very well, with particularly effective leadership by the chair of governors. All statutory requirements are met.

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

**Parents and pupils are very positive about the school.** Parents are very happy with all areas of the school's work. All pupils enjoy school and are very positive about the support they are given from staff.

## **IMPROVEMENTS NEEDED**

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

- Improve assessment in ICT and the non-core subjects.
- Ensure management of non-core subjects is improved.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve **well**. The results in reading, writing and mathematics are well above the national average. In reading last year, results were in the top five per cent of all schools nationally. Compared to schools that have pupils from a similar background, results are much higher than those usually found.

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

- The school works very hard to ensure that the youngest children, some of whom are immature when they enter the school, make good progress.
- The school's results in the end-of-year tests are consistently above or well above the national average.
- All pupils, including those with special educational needs, achieve well.
- Pupils' levels of attainment in English, mathematics and science are above those expected for pupils of a similar age.
- Higher-attaining pupils are challenged well.

#### **Commentary**

##### *Starting school*

1. When children enter the Reception class, the majority have attended a variety of pre-school provision and although they are attaining levels expected for children of a similar age, some do enter the school with areas of development that are below. For example, some children come in from pre-school provision unable to sit, listen or take note of what is being asked of them. They enter the school with low levels of social and personal skills. In addition, the school has some children who come into the school with low numeracy skills. The school provides very well for children's personal needs and development, as well as ensuring they attain at least expected levels by the time they enter Year 1.

##### *School's results in national tests*

2. Overall standards have risen in Year 2 national tests since the last inspection, with significant improvement in mathematics. Standards are rising because:
  - Teachers are expecting more of pupils.
  - Extra support is provided where necessary.
  - The quality of teaching is consistently good.
3. The table below shows that in 2003, the overall performance of pupils in Year 2 in the national assessment tests was well above the national average in reading, writing and mathematics. In reading, the results were in the top five per cent of all schools nationally. Results have been consistently high for the last four years. When compared with similar schools, the school's performance was also well above average in all three subjects. This was because the number of pupils reaching the higher levels was much greater than the national average.

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

Standards in:	School results	National results
reading	18.6 (17.9)	15.7 (15.8)
writing	16.7 (16.8)	14.6 (14.4)
mathematics	18.1 (17.3)	16.3 (16.5)

*There were 19 pupils in the year group. Figures in brackets are for the previous year.*

#### *Inspection findings*

##### *The Foundation Stage*

4. The inspection found that this year, Reception children's attainment is above average. They have settled in school life very well. They are making good progress in all areas of learning. Many have already achieved the early learning goals for the Foundation Stage and all will do so before they move into Year 1.

##### *Years 1 and 2*

5. Pupils achieve well because of the good provision made for their development. This includes pupils with special educational needs, who are especially well supported by both teachers and teaching assistants. Higher-attaining pupils also achieve well. There is no difference in the achievement of boys and girls. Standards this year are currently above average in reading, writing, mathematics and science. Standards were broadly average in all other subjects in lessons seen.

##### *Whole-school matters*

6. The school is focusing on improving writing and standards have risen because of its efforts in this area. Overall, pupils apply their literacy skills well in other subjects. Pupils also use their numeracy skills to help them with work in science and other subjects. The school is working hard to improve standards in ICT and achieving good success. Pupils' skills in ICT are now sufficiently developed to enable them to use these in other subjects.

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

The overall provision for this area is **very good**. The attendance and punctuality of pupils is good and has improved since the previous inspection because there are good procedures in place. Pupils are keen and eager to attend school and have very good attitudes to their work. Behaviour in and around school is very good and there is very good provision for fostering social, moral and spiritual development. Provision for cultural development is good.

### **Main strengths and weaknesses**

- Very good relationships permeate the school.
- There is improved provision for spiritual development.
- Behaviour is very good; pupils are polite and courteous.
- All pupils enjoy school and are interested in all that it offers.
- Pupils require more planned opportunities to develop their awareness of the multi-cultural nature of the United Kingdom.

### **Commentary**

7. Pupils enjoy coming to school; they remember special events and talk enthusiastically about aspects of school life. These very good attitudes stem from well-planned opportunities that

make pupils feel special. They have individual responsibilities, are involved in making decisions such as deciding class rules, and in 'circle time' they talk about being nice to one another and the qualities of friendship. Older pupils are proud of their increased responsibility and feel that their position in the school is valued. It is this very good provision that helps pupils to gain confidence in their surroundings and to develop independence in their learning because they feel that their opinions and views are valued.

8. Boys and girls play well together, free from harassment because there are effective procedures for monitoring and promoting good behaviour. Older pupils understand their responsibilities to younger children: '*we look after them when they fall over, and help them to get their coats*', and they also share equipment and play co-operatively. The outdoor play area is very well resourced with a range of equipment for imaginative, physical and quiet play and this has a positive impact on pupils' relationships and behaviour.
9. Spiritual awareness is fostered through a range of opportunities, such as collective worship which acknowledges the importance of prayer and reflection, and the school's strong links with the neighbouring churches. An after-school activity 'Zap Zone', organised by the church, is very well attended and contributes to pupils' social, moral and spiritual development. Personal, social and health education (PSHE) sessions also support spiritual awareness by helping pupils to understand different feelings and by making them aware that others may have views that are different from their own. This provision has improved since the last inspection.
10. Pupils learn about other cultures and are developing links with other countries through a supportive range of charity work in South Africa, Kenya and Nepal. They are developing their awareness of different traditions through curricular links, resources and from their work in religious education. They listen to music, study the work of a variety of artists and regularly use poetry and traditional stories as part of their work in literacy. In Reception, children are currently exploring a range of food as part of their current work. However, there is little evidence in school displays and in pupils' work to show their ongoing awareness of the multicultural nature of the United Kingdom.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	52	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
No ethnic group recorded	7	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. The number of pupils who attend school every day is high and above the national average. Parents inform the school if their child is absent or if they are going to be late and there are effective procedures for monitoring pupils' attendance. As a result, the amount of unauthorised attendance is below the national average.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
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 school provides a **good** quality of education, with **some strong features**. Teaching is good overall and ensures that all pupils move forward well. The curriculum is interesting and enriched by good after-school activities. Good assessment procedures have been introduced in English, mathematics and science since the last inspection. Assessment in ICT and foundation subjects is limited.

#### Teaching and learning

**Good** teaching throughout the school helps pupils to achieve well. This marks a significant improvement since the last inspection. The quality of teaching and learning in the week of the inspection was slightly stronger in the Foundation Stage than in Years 1 and 2, although this difference is not significant. Assessment of pupils' work is satisfactory overall, but good in English, mathematics and science.

#### Main strengths and weaknesses

- Pupils engage very well in learning.
- Very good relationships between staff and pupils underpin learning.
- Very good support from teaching assistants helps all pupils achieve well, especially those with special educational needs and those in the Foundation Stage.
- Teachers plan lessons very well and the learning intentions are made clear to pupils.
- There is an insistence on high standards of behaviour and the encouragement of positive attitudes to learning.
- Assessment procedures in ICT and the foundation subjects are underdeveloped.
- Teachers use questioning very well to help pupils think carefully and learn.
- Activities planned for higher-attaining pupils are well matched to their capability and stage of learning.

#### Commentary

12. The table below indicates the quality of teaching seen in lessons and marks good improvement since the last inspection, when there was a higher proportion of satisfactory teaching. Lessons are now consistently of good or better quality because teachers are more aware of differences in pupils' ability to learn, especially higher-attaining pupils. Teaching in the Foundation Stage is very good and, at times, excellent.

#### Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	4	12	0	0	0	0

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

### *Common strengths*

13. There are some common strengths that underpin all of the teaching. These include very good relationships between staff and pupils which provide a very firm foundation for effective learning. Teaching assistants also make a very valuable contribution to the work in all classrooms. They provide particularly good support for pupils with special educational needs, who benefit from patient and focused encouragement. These pupils work on tasks modified to meet their particular needs and benefit from the school's inclusive approach. Good teamwork, especially in relation to planning, means that pupils are challenged well and understand the learning intention for each lesson. Teachers use questioning very well to include pupils of all capabilities and to encourage them to think carefully and learn. As a result, all pupils enjoy their learning and concentrate well.
14. Teaching is well planned for pupils with special educational needs, focusing on specific targets in individual education plans. These pupils' developing knowledge, skills and understanding are monitored very well. The regular assessment of their progress informs their individual action plans and targets. Teaching of literacy and numeracy skills is consistently good and results in all pupils making good progress.

### *Features of the better lessons*

15. In the very good and excellent lessons, several additional factors contributed to successful teaching and learning. The range of activities and the very good pace resulted in pupils making good strides in their learning and being particularly well motivated. An awareness of the individual needs of pupils was also a characteristic in these sessions. All pupils are fully included in lessons. Activities planned to challenge and extend pupils' thinking was a feature of many English and mathematics lessons. As a result, higher-attaining pupils are well motivated and achieve good success. A good example of this was in a session for higher-attaining pupils in Year 2. The headteacher withdrew the group to extend their mathematical skills. She introduced the idea of a digital root to the group before challenging them to find as many numbers as they could with a digital root of 6. Learning in this lesson was very good.

### *Assessing pupils' progress*

16. Procedures for assessing pupils' attainment and progress are satisfactory overall. Good quality assessment procedures ensure that teachers build on what pupils know and can do in English, mathematics and science. Careful assessment of individual pupils in these subjects enables teachers to find out what pupils know, understand and can do and monitor their progress as time goes by. This, in turn, also helps inform and sharpen teachers' planning through setting work for groups and individuals which will support or challenge them. Individual plans for pupils with special educational needs are appropriate. Assessment practices in English, mathematics and science are now more purposeful and rigorous. This is not the case in ICT and the foundation subjects. Teachers mainly monitor this through curriculum coverage and the identification of pupils who do not achieve the intended outcomes for a lesson. However, levels of pupil attainment are not effectively assessed or records of their achievement kept. The headteacher has recognised the urgency of rectifying this and has made a good start by introducing some assessments in ICT.

## **The curriculum**

The provision for the curriculum is **good**.

## **Main strengths and weaknesses**

- There are well-planned opportunities for developing PSHE.

- The outdoor areas are safe, attractive and very well used to support the curriculum.
- Teaching assistants make a valuable contribution to pupils' learning.
- Curricular provision is enhanced by 'focus weeks' which allow for subject links and for whole-school planning.
- The governors make an effective contribution to curriculum development.
- The outdoor area for Reception children does not adequately meet their physical needs.
- The hall is currently too small to accommodate large classes safely during gymnastic activities.

## Commentary

17. The curriculum meets statutory requirements and offers a good range of curricular opportunities that meet the needs and interests of the pupils in the school. All subjects are well planned for, with particular emphasis on the core subjects of English, mathematics and science. The balance of subjects is appropriate and care is taken to ensure that the wider experiences in the arts, humanities and physical education are not neglected. For example, there are 'focus weeks' in art, geography and science, visiting specialists for dance and art, and provision for swimming for pupils in Years 1 and 2.
18. The school has worked hard to improve the way it plans for pupils' learning since the last inspection and now addresses the needs of all its pupils, paying particular attention to higher-attaining pupils to ensure that they are appropriately challenged. As a result of this good planning, standards have improved in recent years and more pupils are now achieving higher levels than ever before. The introduction of class topics has helped staff to identify links across subjects that are relevant and enjoyable to pupils. For example, in their topic about 'growth', Year 1 pupils study the story of 'Jack and the Beanstalk'. They explore the characters, grow beans and measure their growth, and design seed packets in technology. The National Strategies for Literacy and Numeracy are well established and the school has a planned programme for the regular review of all subjects and incorporates new developments as appropriate. The role of the Foundation Subject leaders now requires further development to allow for a more rigorous approach to monitoring and evaluating these subjects. Governors are actively involved in curriculum development and have a good understanding of its strengths and weaknesses and this has helped the school to improve the quality of the curriculum in recent years.
19. The school has made good progress in its provision for ICT. All classrooms now have computers and these are networked with access to the Internet. In the near future, interactive whiteboards are to be installed in each classroom and these, together with increased staff expertise and confidence, will ensure that this positive progress continues.
20. There is very good provision for children in the Foundation Stage. National guidelines are used very well to provide children in the Foundation Stage with an appropriate range of learning activities that prepare them for the next stage of learning. The plans to improve the quality of the outdoor area should widen the range of opportunities available even further.
21. Provision for special educational needs is good and allows for all pupils to receive the full curriculum offered by the school. Pupils are very well supported by teaching assistants who understand their needs and monitor their progress both within the classroom setting and in withdrawal groups which focus on early literacy programmes. The school is responding well to the needs of the higher-attaining pupils by introducing extension groups, and all staff are suitably experienced in delivering the curriculum support required by these pupils, enabling them all to achieve as well as they can.
22. In addition to the taught curriculum, there is a good range of activities organised for pupils to attend at lunchtimes or after school hours and this has improved since the last inspection. Pupils play competitive sport with other schools, learn the recorder which they play regularly at school events and for acts of collective worship, and participate in a wildlife club. Parents also

make a valuable contribution to this aspect of learning; they organise weekly games activities, arrange football matches each weekend and use the school playground equipment during out-of-school hours. This wealth of curriculum opportunity makes learning enjoyable for all pupils.

23. The provision for personal, social and health education is good because staff provide a range of well-planned opportunities for pupils' development in this area. They make good use of 'circle time' to talk about different issues such as feelings, environmental concerns and personal hygiene. The provision for drugs education and for the teaching of sex education and relationships is also good for pupils in Years 1 and 2.
24. A high proportion of the teaching staff are employed on a part-time basis with a shared teaching commitment. This arrangement is very well organised, staff meet weekly at staff meetings, plan effectively to ensure continuity and share the heavy burden of curriculum responsibility shouldered by small schools. There is a satisfactory number of teaching assistants, who have clearly-defined roles in the classroom. Resources are generally satisfactory, meet the demands of the curriculum and are well used by staff to enhance pupils' learning. The improved playground is safe and very attractive. There is adequate space for pupils to play and to sit quietly on both paved and grassed areas and there is a range of outdoor play equipment that enhances pupils' play. Classrooms are bright and attractive with a range of stimulating displays that relate well to pupils' learning. The school has plans to extend some areas of the school's indoor accommodation to allow for disabled access and to provide more space for indoor physical education (PE). The inspection findings support these plans.

### Care, guidance and support

The arrangements for pupils' care, health and safety are **very good**. The provision of support, advice and guidance based on monitoring pupils' needs is **very good**. The school values and takes good account of pupils' views.

### Main strengths and weaknesses

- Pupils have very good access to well-informed support, advice and guidance on personal matters from adults they trust in school.
- The school has very good arrangements to help new pupils settle into school.
- Health and safety and child protection issues are dealt with very well by vigilant staff.
- The school does not make the very best use of the information it has to support pupils' learning in all subjects.

### Commentary

25. The pupils' very good attitudes reflect the warmth and effectiveness of the staff and the excellent links the school has with parents. Teachers place the utmost importance on encouraging and engaging children as they enter school, quickly developing trusting relationships between adults and children. Pupils have very good opportunities to seek advice and guidance from adults in school who know them well and have no hesitation in doing so. All staff exercise a high degree of patience, kindness and goodwill in their dealings with pupils. They call on a wide range of persuasive and supportive tactics, tailoring these carefully to meet the needs of the child. This has a noticeable and positive impact on pupils' personal development. Pupils are proud of their school and are eager to show prospective new pupils what it has to offer. Great care is taken to ensure every pupil, irrespective of age, gender or ability, has regular opportunities to enjoy responsibility and to understand the merit of it.
26. Child protection procedures are well understood by staff and are led by the headteacher who has had much experience in identifying and guiding others on these issues. First aid procedures work well. A good number of staff are trained in basic first aid. Individual health care plans are drawn up to support pupils with specific medical needs, and the staff who work

with them are specially trained in implementing these. This represents very good practice. Good use is made of governors' expertise and the vigilance of staff in identifying health and safety issues. The school takes prompt action to minimise risks as soon as they become apparent.

27. There are satisfactory ways of checking and recording how well pupils are doing in most subjects. Procedures for this are better in English, mathematics and science, where the information gained from monitoring pupils' progress is analysed by senior staff and used effectively to enable teachers to plan lessons appropriate to the range of abilities. All staff contribute strongly to the care, guidance and support of pupils with special educational needs. Their rate of progress is closely monitored.
28. The school views all incidents of racism or bullying-type behaviour in school as reportable incidents and, by monitoring these, staff and governors work to eliminate intolerance. In doing so, they create a very secure place to learn that positively embraces all pupils and their parents.

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

The partnership between the school and parents is **excellent**. The school is highly regarded by parents and has a **very good** standing in the local community.

### **Main strengths and weaknesses**

- Parents receive very good information about their children's progress.
- The school is indebted to its very enthusiastic parent/teacher association whose members excel at fundraising for school improvement projects.
- There are excellent systems to deal with parents' concerns and complaints.

### **Commentary**

29. Parents made it known right from the start of the inspection that they are very happy with the school and the education it provides. They struggled to find anything that they felt needed improving. They are particularly impressed by the quietly efficient hardworking staff, the enriching curriculum and the way in which teachers encourage children to work hard and do their best; they rightly link these very positive features to the high levels of confidence and self-esteem shown by pupils in and out of school. The inspection evidence supports the strength of their praise.
30. Parents are keen to find out about the progress their children make and are provided with a wide range of opportunities to do so. Many helpful booklets are provided which help parents become more aware of how children learn. Newsletters are carefully designed to catch the eye of the reader. These, and the ever-popular school productions and special themed events, help keep parents very much involved in the day-to-day life of the school. The prospectus and governors' report provide all the information parents must have.
31. Parents are impressed by the comprehensive knowledge teachers have of their children as individuals and are therefore openly receptive to the feedback they have at open evenings. The clear and simple way in which information is now standardised in reports makes it very easy for parents to judge how well their children are achieving from one year to the next and how best to help them at home. Parents of children with special educational needs are consulted about the individual educational plans made for them and kept well informed of their progress.
32. One event in school among the many that attracts the keen support of parents is the visit of a mobile planetarium during Science Week. Parents show almost the same enthusiasm as their children in helping design and make models of aliens and rockets, doing much to convey to pupils the concept and excitement of space travel.

33. The school is valued and respected by the local community. Links with local schools and nurseries are reciprocal and strong. The pupils are able to build good relationships with staff and pupils from other schools, helping them transfer with confidence to the next stage of their education. Pupils from Years 1 and 2 enjoy songs and games based on bible stories at the popular 'Zap-Zone' after-school club run by youth support workers from the local church. Pupils and their parents are involved in collections for local and national charities as well as participating in special events held locally such as the Cranleigh in Bloom garden competition.

#### **Example of outstanding practice**

##### **A school that gains immense support by recognising the skills and expertise parents have to offer.**

The school is well on the way to achieving recognition for the outstanding work it does to maintain the interest, co-operation and support of parents. Parents are made to feel most welcome when they visit the school. They are offered refreshments and greeted warmly in the staffroom. Their doubts and worries are set aside by teachers who remember to check back with parents to see if they are satisfied with the action taken to resolve their concerns. Around 30 parents from this small school of 66 pupils are regularly seen helping in and around the school. Some run school clubs such as the Saturday morning football practice sessions. Support for the home/school agreement is widespread. Parents happily play their part in encouraging their children to speak clearly, listen attentively, read regularly and behave well. Parents are also highly successful fundraisers. Bright ideas such as auctioning a space in the school car park contributed to the £15,000 raised last year; a tremendous achievement for a school of this size.

## **LEADERSHIP AND MANAGEMENT**

The **effective** leadership and management of the school provide a **good** foundation for work in classrooms. Leadership by the headteacher is good and the school is managed well. The governors make a very good contribution to the successes of the school.

### **Main strengths and weaknesses**

- The headteacher provides a clear lead.
- All staff work very well together.
- Financial planning and management are very good.
- The headteacher works hard to promote the professional development of all staff.
- The school is a self-evaluating school and the views of all people connected to it are taken into consideration.
- Strategic plans for school improvement are regularly monitored and evaluated.
- The governors are a very dedicated body of people acting as good 'critical friends' and there is a sense of the school being 'their school'.
- There is no clear monitoring of pupils' performance in subjects other than English, mathematics and science.

### **Commentary**

34. It is very clear that the strengths listed above have been key in raising pupils' achievement.

#### *Leadership*

35. The headteacher provides good leadership for the school. She has ensured that staff and governors are effective partners in raising standards, in the overall development of initiatives and in the day-to-day running of the school. There is a very strong belief that the school should provide the best quality education and that it should be a pleasant, exciting and safe place for all to work and learn in. There is also a unified philosophy from the governors and headteacher that pupils should achieve the highest standards, and that even the very young pupils can increasingly become independent learners at an early age. There is a very caring and happy atmosphere and pupils are confident that their efforts are valued and their views respected.

This is much appreciated by parents. All staff uphold this ethos for learning and expectations of high standards. The headteacher ensures that pupils, staff, governors and parents are valued. At the start and end of each day, for example, she waits by the main door to welcome and say farewell to pupils and parents.

#### *Good teamwork*

36. One teacher has taken on the role of senior teacher to support the headteacher and she is effective in this role. Teachers work very well together and teaching assistants make a particularly good contribution and are involved well in the staff team. The effective staff team have a shared sense of purpose based on addressing the needs of all pupils. Each individual in the school is treated with respect and concern. All staff provide good role-models, treating each other and pupils with care, concern and respect. In this, the school has a fully inclusive ethos.

#### *Management*

37. The overall management of the school is good, both on a day-to-day basis and for achieving its goals. For example, through prudent financial planning of the budget, the headteacher and governors have improved the building for teaching and learning. This they have managed without the additional funding of grants from the Local Education Authority. Good monitoring and evaluation strategies ensure that the governing body not only receives regular reports about the curriculum, but has a first-hand knowledge of the standards and the overall provision.
38. The management of special educational needs by the headteacher is good. Teaching assistants are well trained and liaise closely with their classroom teachers. Progress is carefully monitored across the whole curriculum and targets adjusted as needed. Pupils also have targets related to behavioural aspects where appropriate. Regular formal and informal meetings between parents, teachers and the Special Educational Needs Co-ordinator (SENCO) inform the target-setting. The SENCO liaises with a range of specialist educational and health support agencies.
39. Subject co-ordinators for English, mathematics, science and ICT, as well as the Foundation Stage co-ordinator, are making a significant contribution to overall improvement in their areas. The school is at present less successful in developing this systematic approach to other subjects and this makes it difficult for standards and progress to be accurately monitored.

#### *Self-evaluation*

40. The school has become a self-evaluating school, where the views of all people connected with the school community are gathered and reflected on. The process of self-evaluation in conjunction with performance management, is effectively used to inform school development and improvement, both in the long and short term. The school strategic plan is used well as a tool for improvement and the plan is regularly monitored and evaluated. The headteacher strongly promotes the professional development of all staff. Professional development activities are well organised and actively encouraged. Staff performance management, including that of the headteacher, is effectively managed. The school contributes to initial teacher training by receiving students at an early stage of their training to support classroom activities. The induction of new staff to the school is thorough and ensures that they settle quickly.

#### *Financial management*

41. The management of the school's finances is very good. The school's budget is planned very well and monitored regularly. The school's administrative officer is enthusiastic and she provides very good support in financial management. The information in the table below indicates a 12 per cent carry-forward, which is above the recommended amount. This is

because an unexpected additional amount of money was received by the school recently. Plans to review the carry forward figure are currently in hand. The headteacher, staff and governors are careful to apply the four principles of best value in their spending decisions. The administrative officer and school assistant provide very good support and procedures are very good. The school has average unit costs and, considering standards achieved by pupils and the quality of teaching overall, the school provides good value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	237,748	Balance from previous year	29,979.45
Total expenditure	207,701.98	Balance carried forward to the next	30,046.02
Expenditure per pupil	3,195.40		

**Governance**

42. The governors of the school make a significant contribution to its successes. There is a good balance of professional backgrounds, which the school draws upon for advice, and as a 'critical friend'. Governors are dedicated, and there is a sense of the school being 'their school' and not just a series of meetings they attend. Some are very involved on a daily basis and, as a group, are totally involved in all decisions about the financial planning and analysis of results, and in strategic planning. The chair of governors is particularly effective in his role and provides the headteacher with very good challenge and support. The governors regularly undertake focused visits to inform their understanding of the strengths and weaknesses of the school first-hand. All statutory requirements are met.

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

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

43. Provision for children in the Foundation Stage (Reception Year) is **very good** and achievement is good in all areas of learning. Children are developing positive attitudes about how to learn and how to behave, and by the end of the Reception Year they are very well equipped to work within the National Curriculum in Year 1.
44. Leadership of the Foundation Stage is very good and ensures high quality provision overall. Good knowledge and a very clear sense of purpose ensure that all children have equal opportunities to learn in a very well-managed attractive environment with relevant and well-planned tasks. The children have a spacious and attractive environment, both inside and out, in which to learn. The outside area lacks shelter and this limits its use, although plans have been agreed to improve this area and this will greatly enhance facilities outside. Teaching has improved since the time of the last inspection and is now consistently very good, with some aspects being excellent. The children enter the Reception class in the year in which they become five. Attainment on entry is broadly average overall and children are generally more literate than numerate on entry.
45. Teaching and learning are consistently very good in all areas of learning, with a very good range of practical and relevant activities which support learning well. Children are able to cope with a wide range of both directed and self-chosen activities in all areas of learning. Lessons are very well planned and carefully resourced to provide a range of meaningful practical activities. Teachers deploy their assistants and parent helpers very well in all lessons. The children's progress is monitored regularly and recorded carefully, enabling a good range of information to be collected about all children. The use of this information to plan tasks to meet the needs of individuals and groups of children is good.

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

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

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

- The children settle into school very quickly and know both class and school routines well.
- Very good relationships at all levels ensure that children are confident and happy and able to work and play independently.
- Children are given opportunities to select their own activities, and there are adults on hand to ask open-ended questions to support children's thinking and learning.

#### **Commentary**

46. Teachers, other staff and helpers, through their very good planning and the quality of their interactions, provide a happy and secure environment where expectations are high and classroom routines are quickly and securely established. Most children already conform very well to school routines, know what is expected of them and have learned the correct way to behave. All adults provide very good role-models and are very sensitive to the varying needs of the children within the class. Children show a good level of interest in what they are doing and co-operate well with each other on a range of tasks. They have regular opportunities to choose their own activities, which they do confidently. Children are likely to reach securely above-average standards by the end of the Reception Year.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teachers and support staff place high priority on listening, reading and writing.
- All children achieve well.

### Commentary

47. Sound recognition and letter sounds are taught regularly and consistently and, as a result, most children already have a good knowledge of initial sounds. They use this knowledge confidently in their attempts at writing, some using their knowledge of initial sounds and some writing by sounding out words with adult support. Expectations are high and children meet these well. In one session, for example, children wrote their own starters for the story of *'The Enormous Watermelon'*, achieving a very good standard of writing with very little adult support. Many opportunities are planned to use the children's writing skills in other areas of learning. For example, there are very good writing resources in the writing and creative play areas. Teachers make good use of the class focus to teach writing skills, for example writing telephone messages received in the Garden Centre. Children are confident speakers and are being taught to listen attentively to each other. Teachers take every opportunity to develop clear speech and to extend vocabulary through careful questions and modelling of clear and correct speech.
48. Expectations of reading are also very high and there are regular book-sharing opportunities where children are taught about reading conventions and aspects of punctuation. As a result, many already know about the title, the 'blurb' and the use of the full stop. This was very evident during their classwork on the story of *'The Enormous Watermelon'*, which they also enjoyed for its humour and repetitive text. Books go home regularly and parents give very good support by hearing their children read at home. There is also a very good ongoing dialogue between parents and staff on the children's responses to their reading experiences. Good assessments of children's stage of reading have enabled staff to target the reading needs of all children accurately and this is giving children confidence and helping them to make good progress. All children achieve well and are likely to reach above-average standards in this area of learning.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The range of well-thought-out practical activities ensures that early number work is well covered.
- Mathematical language and ideas are fostered very well in children's free play.

### Commentary

49. The children are provided with interesting practical tasks that help them to learn. For example, children searched for play worms in the garden area that represented a number on a die, which they had rolled. Concepts of taller and shorter are taught very well through practical activities such as measuring plastic worms. In one excellent lesson, children compared the lengths of their runner bean plants using blocks and comparing the highest number with the smallest. They know the names of common two-dimensional shapes and have worked on this in a variety of contexts, including printing with shapes and the use of computer software. Teachers work very hard to ensure that individual needs are met and children are carefully

grouped for activities so that higher-attaining children are working on addition of numbers and lower-attaining children are matching numerals to numbers up to ten. As a result of very good teaching and learning, all children are likely to reach above-average standards by the end of the Reception class.

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

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

### **Main strengths and weaknesses**

- Very effective use of questions and good support during activities.
- Good use made of computers.
- The very good opportunities for experimentation in the scientific aspects of this area.

### **Commentary**

50. The teaching and learning are very good and most children are likely to reach above-average standards. Their ICT skills are being particularly well developed. The children are keen and confident in using the computers. Most use the mouse confidently when using a variety of programs, print their own work, and know how to use the space bar and text boxes. The children are provided with interesting practical tasks, which help them to learn. For example, in one good lesson, the children learned a great deal about the properties of different melons. They explored using all their senses, whilst confidently discussing the similarities and differences between the melons. The teachers recognise the children's high level of interest, which is enabling them to acquire new knowledge quickly. All adults are very effective in their communication with children, making very good use of questions and giving appropriate support during activities. Most children are likely to achieve above-average standards by the end of the Reception Year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children have regular lessons in games and gymnastics.
- Good teaching of skills.
- Good range of resources to support physical development.
- Use of the outdoor area is restricted to dry weather.

### **Commentary**

51. Children achieve well in this area of learning due to regular opportunities to use the hall space and the outdoor play area. When the weather is dry, children have the opportunity to use wheeled vehicles to push, pull, ride and play together. As a result, they are competent in their use, learn to use space sensibly and improve their control. Plans have been agreed to extend the outdoor space and provide a covered area in order to ensure it can be used throughout the year. In the good physical education lesson seen, children were able to follow rules, work co-operatively to put out their 'spots' and improve their balance through a variety of relevant tasks.
52. A range of practical activities, such as sand and water, cutting, sticking and modelling, all help to develop children's physical skills. Good access to a wide range of building and construction equipment gives further support to physical development. Fine muscle control is being developed well both inside and out, through use of chinks, pencils, crayons, scissors, glue, paint, small toys and construction kits. Children reach above-average standards by the end of

their Reception Year. Good teaching, support and resources contribute to their good achievement.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- A wide range of media is available for children to use.
- Interesting resources and imaginative role-play opportunities.

### **Commentary**

53. Only one session was observed, which indicated good teaching and learning. Children were able to choose appropriate materials to recreate the different sized melons they had been looking at. They shared the materials well and worked carefully with little adult support. In the same lesson, children experimented with different media to capture the colours in a slice of watermelon. On display in the classroom were children's interpretations of the painting 'Sunflowers' by Van Gogh. The use of paint and other materials showed good observational skills and good colour mixing to achieve different shades and depth of colour. Teachers provide a range of interesting resources and imaginative role-play opportunities to increase children's creativity. Staff intervene sensitively to support and extend children's ideas so that they achieve well. By the end of their Reception Year, most children will have exceeded the early learning goals.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good** and the school has made good improvements since the last inspection.

### **Main strengths and weaknesses**

- High standards in all aspects of English.
- Very good marking helps pupils to make good achievement.
- Pupils' attitudes to their work are very good.
- Teaching is consistently good and teaching assistants make a valuable contribution to pupils' learning.
- Resources are good and are well used to enhance learning.
- The recent drive to raise standards of higher- and lower-attaining pupils has been successful and more focus is now needed on raising standards of average-attaining pupils.
- There is too little variety in the way in which pupils present their work.

### **Commentary**

54. Standards have been consistently high in reading and writing during recent years and have improved since the last inspection. Test results in 2003 show writing to be well above average and in the top five per cent for reading. Current standards remain high, with the majority of pupils set to exceed the expectations for pupils at the end of Year 2.

55. In recent years, the school has focused on providing an appropriate curriculum for pupils of higher and lower ability and this has resulted in improved standards for these pupils. They have particularly benefited from additional support such as withdrawal group work, new resources and tasks that are more appropriately matched to their learning needs. The school has worked hard to improve assessment procedures, to identify targets and to monitor pupils'

achievement through regular testing and planned assessment tasks; it uses this information well to identify areas for further development. As a result of this analysis, the co-ordinator is aware of the significant number of average-attaining pupils who now need to be the focus for more support.

56. There is good leadership overall and this has contributed to the good improvements since the last inspection.
57. The teaching of English is consistently good throughout the school and the high expectations of teachers are made clear through their marking which consistently reinforces previous learning and sets targets for further improvement. This detailed analysis of their work makes a significant contribution to pupils' achievement, particularly in writing, which is a current area of focus. Staff have worked hard to plan for the different needs within their classes and make very good use of teaching assistants, who make a valuable contribution to pupils' learning. These well-matched tasks and good levels of support help all pupils to achieve as well as they can. As a result of this good teaching, staff have developed a climate where pupils feel valued; they constantly involve their pupils in discussions and respect their contributions. All pupils respond well to this and their behaviour and attitudes to their learning are very good. They enjoy learning because topics are carefully planned to meet their interests and because staff are sensitive to their needs. For example, during whole-class work in Year 1, all pupils eagerly join in because there is a range of resources to meet the different learning needs within the class. Scrutiny of their work also indicates pupils' very good attitudes to learning. Work is mostly well presented, and acknowledges the comments made by teachers in their marking, which help pupils to improve.
58. There are well-planned opportunities for pupils to speak by reading aloud, answering questions, participating in discussions and engaging in role-play. Most pupils are eager to participate and can articulate clearly and confidently. Staff are sensitive to those who feel less secure and they work hard to provide a climate that helps all pupils to feel safe and secure. There is good attention to extending pupils' vocabulary and new words are regularly introduced and used to reinforce understanding in all subject areas.
59. In reading, pupils achieve well because there is a structured approach to teaching which is consistently applied throughout the school. Parents contribute to the very good achievement in this area by supporting their children at home, sharing a range of scheme and library books together. Within school, pupils have a range of opportunities to read different types of books. At present, pupils in both classes are engrossed in their chosen class stories because they can follow and contribute to the reading of the story in the 'big book' format. Standards are high in both classes because good emphasis is placed on Year 1 pupils' understanding of the order and sequence of the story and on Year 2 pupils being able to understand the plot to Anne Fine's story 'Care of Henry' and the more complicated relationships between its characters. As a result of this good teaching, pupils are developing very good attitudes to reading; younger children eagerly read the repetitive elements of the story using appropriate expression and older pupils take on the role of the different characters by reading their parts aloud.
60. The provision for writing is good. Work is very well planned, presenting pupils with a range of opportunities to write for different reasons. This helps them to understand how they can vary their own writing to suit a range of different purposes. For example, one child attempts to create anticipation when recalling a local play: 'Suddenly the lights went dark and the curtains opened', and another is starting to add detail in memory writing: 'It was sunny and the sand was yellow'. Through their book reviews and letter-writing, pupils learn to consider the audience for whom they are writing and all pupils are able to relate their writing to match the intended purpose. Weekly spelling tests are helping pupils to build up a repertoire of words which they use in their writing. Pupils are introduced to different formats for organising and presenting their work such as writing frames, speech bubbles and captions, but this is generally under-used and there is limited evidence of pupils presenting their work in different ways.

61. From the earliest stages of writing, Reception children are taught to join their letters and as a result, by the time they reach Year 2, the majority can proficiently produce a neat, controlled and fluent style in writing. Standards in handwriting exceed those expected for pupils of this age because there are regular opportunities for practising and consolidating these skills and because there is a consistent approach to teaching these skills throughout the school.

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

62. The use of a topic approach for planning what is to be taught has helped staff to identify links with other subjects and there are now improved links with other subjects since the last inspection. This is particularly evident in science, history and religious education where pupils have opportunities to write letters and instructions and to learn appropriate vocabulary. Pupils have a good understanding of how to find information from non-fiction sources because they have regular access to a range of attractive and stimulating resource materials which they use to support their learning. The use made of ICT was a focus for the inspection and has improved since the last inspection. Pupils develop their computer skills through a range of reading and writing tasks and are generally well supported by additional adult help.

### **MATHEMATICS**

Provision in mathematics is **good** and there have been good improvements since the last inspection.

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

- Standards are high and pupils achieve well.
- Teaching is consistently good and as a result, pupils learn well.
- Mathematics is used well in other subjects and reinforces pupils' learning.
- Higher-attaining pupils are challenged very well.

#### **Commentary**

63. Standards in mathematics by the end of Year 2 as evidenced by national test results are well above average in all aspects of the subject. Over 40 per cent of pupils achieved a level higher than nationally expected. These high standards are being sustained and all pupils are achieving well.
64. The school supports all its pupils well. The targeted use of teaching assistants means pupils with special educational needs are suitably supported. They make good progress and achieve well. Boys and girls are currently making similar progress. All pupils achieve well, with higher-attaining pupils achieving very high standards as a result of greater challenge and activities matched to their ability.
65. Overall standards are currently above average in Year 2. Teachers make good use of the mental and oral starters to each lesson to increase pupils' understanding of basic number facts. These skills are well developed and reinforced through practical activities when teachers plan interesting tasks and make good use of resources. In a Year 2 class, for example, pupils used colourful three-dimensional (3D) shapes to reinforce and extend their understanding of properties of shape.
66. In the lessons seen, teaching ranged from good to very good and was good overall. This is because teachers work hard to plan and develop interesting activities that will motivate their pupils and help them achieve well. Explanations are clear, pace is brisk and recording is minimised, particularly for the youngest pupils. This ensures that pupils gain maximum benefit from the lessons. In these lessons, higher-attaining pupils were sufficiently challenged and the

activities planned for them were well matched to their capability. Higher-attaining pupils in Year 2 were challenged to discover a pattern between the number of edges, faces and vertices on 3D shapes. They confidently explored their results and discussed the outcomes. Similarly, in the session taken by the headteacher with higher-attaining pupils in Year 2, they were investigating the digital root of numbers. Both activities were well above the expected level and most pupils achieved well.

67. The subject leader has provided good leadership and made good use of assessment data and the monitoring of teaching and learning to identify areas for development. Since the last inspection, the school has developed the subject curriculum well, and supported and developed teachers' expertise. The use of ICT to support and extend learning is now developed well.

### **Mathematics across the curriculum**

68. Mathematics is regularly used in other subjects as pupils record data, make calculations or measure materials. Opportunities are systematically planned.

### **SCIENCE**

Provision in science is **good**; there have been good improvements in science since the last inspection.

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

- Standards are good overall and pupils achieve well.
- Teaching is consistently good.
- Good initiatives, such as 'Science Week', enhance learning.
- Pupils' attitudes to their work are very good.
- Good subject leadership.
- The school grounds make a valuable contribution to pupils' understanding about living things.
- Links with ICT are limited.
- There is too much emphasis on worksheets for recording in Year 1.

#### **Commentary**

69. The high standards reported at the last inspection have been maintained and the school has worked hard in recent years to monitor and analyse test results and to identify areas for further improvement. For example, in the most recent tests, the area of 'physical processes' was identified as a weakness and the school immediately responded by organising a 'Science Week' to focus on this particular aspect of learning. As a result of this input, standards in this area have improved and are now judged to be good. The provision for higher-attaining pupils has been a focus for the school since the last inspection and there have been good improvements in the way teachers use assessment to monitor pupils' progress to ensure that all pupils are achieving as well as they can. The introduction of published schemes to support planning has also helped to ensure that the needs of all pupils, including higher-attaining pupils, are being met through different tasks and added challenge. For example, in Year 1, pupils present their findings about the properties of materials in a table format and use this to make simple comparisons.
70. The school grounds contribute well to pupils' work in science by providing opportunities for them to care for the school garden, to plant seedlings that they have grown from seeds and use the various wild plants that grow in the grounds to observe their features and to learn about seed dispersal. These first-hand experiences contribute to pupils' very good attitudes in this subject; they are eager to talk about their work and explain their findings and willingly refer to resource materials to extend their learning. When talking about their work, pupils try hard to

use the correct scientific vocabulary. They can name all the main features of plants and are learning new words such as 'stamen' and 'germination'. Year 1 pupils respond well to the introduction of words such as 'flexible', 'rigid' and 'transparent' to describe the properties of materials. Both teachers plan well for the introduction of new words by ensuring that there are opportunities for pupils to practise and reinforce their understanding. For example, in Year 1, good use is made of 'feely bags' for pupils to describe the different properties of the objects inside: 'it's rough, made of plastic and bumpy'. There have been good improvements in the use made of scientific vocabulary since the last inspection.

71. Standards in scientific enquiry skills are good by the end of Year 2 and pupils are beginning to make predictions, conduct tests and draw conclusions. They use a range of methods for recording their findings, such as spider charts, simple tables and their own pictorial representations and they devise simple graphs to interpret information. Scrutiny of pupils' recorded work in Year 1, however, indicates it is not as varied; it is too worksheet-based and there are insufficient opportunities for pupils to record their findings in a range of different ways. There are developing links with science and ICT and both classes use the computer to support some aspects of their work. For example, pupils use the word processor to label plants and draw alien pictures as part of their focus week. However, there is little evidence of pupils using the computer regularly to support their work in science. The use of a topic approach for planning pupils' work has helped staff to identify links with other areas of the curriculum such as English, design and technology and mathematics and this has improved since the last inspection.
72. In both classes, teaching is consistently good, planning is detailed and lessons are sufficiently well paced to sustain pupils' interests and concentration. Both teachers are very well organised, preparing a good range of practical tasks to promote understanding. For example, in Year 1, pupils learn about the properties of materials through a range of different tasks; they sort materials for two given criteria; use their own criteria for sorting paper and describe the similarities and differences between materials. In Year 2, there are a variety of different wild plants and flowers for pupils to observe and draw, using magnifiers, and as a result of their detailed observations, pupils learn that flowering plants produce seeds which disperse to form new plants. All pupils are achieving well because teachers use their time effectively to circulate and to support individuals and groups. For example, in Year 1, the teaching assistant is particularly effective when helping pupils to explain their reasons for grouping different materials.
73. The co-ordinator has worked hard to improve the provision for science since the last inspection and has plans to improve standards in this subject by increasing the number of pupils achieving Level 3. The recent introduction of regular assessments and the monitoring of pupils' work is helping staff to make appropriate assessment judgements. However, marking does not make pupils sufficiently aware of their own improvement and their next steps for learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**. There have been good improvements since the last inspection.

### **Main strengths and weaknesses**

- Good leadership and management of the subject.
- Teachers are very committed to improving their own expertise and raising standards.
- Pupils are very enthusiastic about their learning, achieve well and become competent users.
- Teaching and learning are good.
- Assessment procedures are underdeveloped and information about pupils' attainment and progress is limited.

### **Commentary**

74. Examples of pupils' work seen and the lesson observed show that in Year 1 and Year 2, standards in ICT are average. Pupils are developing the expected range of skills and learning to use ICT for word-processing, handling and presenting data, graphics and control.
75. The school has kept abreast of new developments and the co-ordinator has had a vision of what was needed in the school. As a result, pupils are competent users. Pupils' attitudes to the subject are very good; they handle resources carefully and are enthusiastic. Many pupils are at an advantage as they have access to computers at home and the youngest pupils show that they are familiar with the layout of a keyboard and are able to control a mouse. Pupils, therefore, by the time they leave school are able to load programs, save, print and retrieve their work. Using a mouse, they 'drag and drop' an icon in a specific place and produce artwork to enhance their work. There is good emphasis on key words associated with ICT, such as 'font' and 'fill'. Pupils understand how the Internet can help them find out information and can be used to communicate with others. For example, as part of their science focus week, Year 2 pupils sent e-mails to the Space Laboratory asking questions to extend their knowledge.
76. Overall, the teaching is good. This is an improved position since the last inspection. All teachers have worked hard to increase their own confidence and expertise so that they can improve the standards pupils achieve. All pupils have access to discrete lessons in ICT, where the skills needed are taught to small groups. This allows pupils to consolidate their learning in other lessons either independently or with teaching assistants and parent helpers. The good teaching has a positive impact on the quality of pupils' learning. The school has plans to install interactive whiteboards in classrooms in order to further enhance the use of ICT across the curriculum.
77. The subject co-ordinator is knowledgeable and enthusiastic. She has already demonstrated good leadership by improving resources and ensuring teachers are well trained and confident. National guidance has been well used as a basis for planning. The co-ordinator has recognised that the lack of assessment procedures limits teachers' knowledge of pupil attainment. She has made a good start on rectifying this by introducing simple self-assessments for the pupils. Plans indicate that further development of assessment will be tackled soon. Overall, the school has made good improvement since the last inspection.

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

78. The use of ICT to support and extend learning in other subjects is developing well. The school has created an overview of possible links so that teachers can structure this into their planning.

### **HUMANITIES**

There was not enough evidence to report on geography. In history one lesson was seen and discussions were held with pupils about their work.

### **HISTORY**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Effective planning for each year group ensures consistent learning opportunities.
- The use of first-hand experiences, such as visits, visitors, handling and comparing artefacts and photographs, enables pupils to make good progress in their learning.
- Pupils have positive attitudes to their learning and are confident to ask and answer appropriate questions.

## Commentary

79. Pupils are at the early stages of developing their historical skills and, because there is effective planning, they attain at the expected levels for their age, making good progress. There is a two-year rolling programme of topics, which makes effective use of national guidance. Overall, teaching is good. Teachers make good use of available resources, especially original artefacts. In the one lesson seen, for example, Year 1 pupils worked with old irons, kettles and cameras. They successfully arranged the different artefacts according to how recently or long ago they were used. The teaching in this lesson was good, with pupils highly motivated and enthusiastic about their learning. Pupils asked questions about the artefacts and were able to offer thoughtful answers when the teacher asked them to consider what her 'mystery object' might have been used for. They were then fascinated to discover the object was a warming pan and compared it to more modern hot water bottles. Further opportunities for pupils to see and handle historical artefacts first-hand are made by visiting museums or inviting visitors into school.
80. There is no assessment of history apart from checking coverage through monitoring teachers' planning so the school has no clear method of assessing standards with any degree of accuracy. The management of the subject is at a very early stage of development although the co-ordinator has identified that more work needs to be done both in assessment and in the leadership of the subject.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Only one full lesson was observed in these subjects during the inspection. It is therefore not possible to make a firm judgement about standards or teaching and learning in all of these subjects. In addition to this observation, evidence has been collected from analysing pupils' work and from talking to pupils and subject leaders. Provision for **physical education** is **satisfactory** overall and there are good opportunities for pupils to participate in competitive sport with other schools. In **design and technology**, **art and design** and **music**, provision is also **satisfactory** and commercial schemes help staff to plan for a sufficiently broad and balanced curriculum in these subjects.
82. In **design and technology**, no lessons were observed during the inspection but the wealth of evidence available shows standards to be satisfactory in Years 1 and 2. Pupils have explored a range of materials to devise features that move and they use tools appropriately. For example, in Year 1, pupils make 'pop-up' rabbits using split pins and a lever and use cams to make the sails on their windmills move. In Year 2, pupils make moving vehicles from balsa wood and they learn about the different effects of loose and fixed axles. Through these activities, pupils are presented with good opportunities to use simple tools, such as a saw and clamp for cutting doweling and they learn the importance of measuring accurately when making picture frames and handles. There are some examples of pupils evaluating their work; for example, in Year 1, pupils test their seed packets to make sure they are secure and explore different methods for attaching hinged doors, drawing simple conclusions from their findings. In Year 2, however, there is less evidence of pupils evaluating their work and identifying areas for further improvement.
83. Standards in **physical education** are satisfactory overall and are enhanced through the very good use made of the outside grounds where both paved and grassed areas are used effectively for games and ball skill activities, for competitive team games and for traditional Maypole and country dancing. The use of gymnastic equipment and the teaching of indoor physical education is restricted by the lack of space in the school hall. This was particularly noticeable during the inspection when poor weather prevented the outdoor games lesson from taking place and there was insufficient space for it to continue indoors. The school is aware of this issue and has planned to address these concerns. Observations of Year 1 pupils moving in the hall indicate satisfactory standards in their basic control and co-ordination. Pupils can travel in different ways to a steady beat and show some awareness of space, although

conditions are cramped. Sporting activities held after school, the teaching of swimming and the use made of outdoor 'play' equipment at break times and during out-of-school hours make a valuable contribution to pupils' experiences in physical education.

84. The inspection found insufficient evidence to make judgements on pupils' achievement or on teaching and learning in **music**. There is evidence of pupils' progress in singing because there are regular opportunities for singing practice where they learn about the dynamics and texture of songs. For example, during collective worship, pupils sing 'rounds' with enthusiasm and obvious enjoyment and older pupils 'direct' this singing to ensure all join in at the correct time. During singing lessons, pupils listen to different types of music and describe it: 'calm', 'quiet'. They are introduced to composers, such as Bach and Beethoven, and are currently leaning about keyboard instruments, linking this to their visit to the church. All pupils in Year 2 are taught to play the recorder and have opportunities to perform during assemblies and at school concerts. The long-term absence of the subject leader, who takes responsibility for the planning and teaching of music throughout the school, has affected the provision for music in the past year and the school has worked hard to address these gaps in planning and teaching to ensure continuity in pupils' learning.
85. One lesson was observed in **art and design** and this, together with scrutiny of pupils' work, shows standards to be satisfactory by Year 2 as at the last inspection. Pupils are developing an understanding of pattern, shape and space through their current work on sculptures. Good use is made of the work of Henry Moore to stimulate pupils' own ideas and, as a result, they display good levels of imagination and concentration when exploring different techniques such as curls, folds, and twists. This good teaching in Year 2 builds on well from previous work. It sustains pupils' focus because there is a range of well-planned tasks. Pupils use resources very well to support and value their work. As a result, all pupils achieve well, they enjoy art and take pride in their work. In Year 1, pupils use the work of William Morris to help them to design their own printing blocks and in Year 2, pupils design their own blocks to create different patterns. In both classes, new language is appropriately introduced and used regularly to extend vocabulary; this is an improvement since the last inspection. For example, pupils describe their patterns as, 'random', 'repeating' and 'overlapping'. In both classes, good attention is given to developing drawing skills and pupils have opportunities to observe from different positions so that their work provides good detail. Sketchbooks are well used in Year 2 to explore different techniques and this evidence indicates that appropriate art skills are being taught. Scrutiny of pupils' work, however, shows limited opportunities for evaluating and for developing links with other cultures.
86. There have been changes in the leadership of these subjects since the last inspection. The new co-ordinators are developing their responsibility and this now requires further development to encompass a greater role in monitoring and evaluating. The current procedures for assessment do not provide sufficient information about the ongoing achievements of pupils and this too has appropriately been identified as an area for development.

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

### **Personal, social and health education (PSHE)**

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

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

- A planned programme throughout the school provides good continuity and allows for links with other subjects.
- Taught as a discrete subject in 'circle times'.
- Pupils respond very well and contribute with confidence.

#### **Commentary**

87. The school has made good improvements in this area of its work in recent years because there is a detailed scheme which helps staff to plan for a range of appropriate opportunities. For example, pupils learn to respect the views of others; they explore feelings such as fear, frustration and happiness and develop an understanding of their role as citizens through their responsibilities within the school. The very good relationships that permeate the school support the use of 'circle time' which is used in many lessons. Pupils confidently share their own experiences because they know that their contributions will be welcomed and valued and they readily accept the rule that each speaks in turn and all respect the speaker's views. Pupils develop their understanding of citizenship by agreeing class rules, by raising funds for a range of charities and through their current work on the environment in which they are addressing concerns such as pollution and graffiti. Pupils talk enthusiastically about their discussions in circle time. They recall the importance of looking after their bodies, the dangers of medicines and the qualities of being a good friend. All pupils achieve well in this area.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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