

INSPECTION REPORT

BADSHOT LEA VILLAGE INFANT SCHOOL

Farnham

LEA area: Surrey

Unique reference number: 125051

Headteacher: Mrs Jan Weir

Lead inspector: Brenda Spencer

Dates of inspection: 26th – 28th April 2004

Inspection number: 260070

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 - 7
Gender of pupils:	Mixed
Number on roll:	128
School address:	Badshot Lea Road Badshot Lea Farnham
Postcode:	GU9 9LE
Telephone number:	(01252) 320 883
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mike Probert
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Badshot Lea is a small infant school in Badshot Lea village for pupils aged five to seven years. The school includes a special needs support unit (SNSU) for pupils with a wide range of complex special educational needs. The majority of pupils has average attainment on entry to school and above average socio-economic background. There are 128 pupils attending full time: 56 boys and 72 girls. Two pupils left and two pupils joined the school last year outside the normal times of transfer. The vast majority of pupils are white. A very small number are of Caribbean and Asian heritage. There are no pupils at an early stage of learning English. Thirteen pupils have statements of special educational needs and nearly a quarter have special educational needs. This is well above the national average. These needs are predominantly related to physical, moderate learning and speech and communication difficulties, and autism. A relatively small number of pupils, around five per cent, are eligible for free school meals. The school has links with Heath End Secondary School, The Bourne Community School and local organisations such as Farnham Lions and The Hedgehogs. In 2003, the school was awarded Investors in People, a School Achievement Award and Secret Gardens of Farnham.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Foundation Stage Creative, aesthetic, practical and physical subjects
9537	Caroline Marden	Lay inspector	
3574	Kawaljit Singh	Team inspector	English Information and communication technology Geography History Personal, social and health education and citizenship
22778	Anne Shannon	Team inspector	Mathematics Science Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Badshot Lea Village Infant is a good school. Pupils, including those with complex special needs, achieve well. The ethos is very good and the school has a strong sense of community. The quality of teaching, learning, leadership and management is good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards and achievement are good in reading, writing, mathematics and information and communication technology at the end of Year 2.
- The achievement of more capable pupils in science is unsatisfactory.
- Pupils have very good attitudes to learning and relationships are excellent, resulting in very good social and moral development.
- All staff consistently teach well, successfully motivating their pupils.
- The curriculum is enriched very well by extra activities, and by visits and visitors.
- Long-term curriculum planning needs improvement.
- Some pupils regularly miss aspects of the National Curriculum.
- The school has very good links with parents, which help pupils achieve well.
- There is very good teamwork of the governing body and leaders of the school.
- Children receive a good start in the Foundation Stage.
- Pupils have too few opportunities to apply their good literacy and numeracy skills.
- The accommodation for the special needs support unit (SNSU) and for Reception is unsatisfactory.
- Standards of health, safety and care are very good.

Improvement since the last inspection in 1998 is good. The recommendations made have been met in most respects. Improvements in the use of assessment are not consistent. Strengths in teaching, leadership and management and in pupils' attitudes have been maintained. Spiritual development, punctuality and links with parents have all improved. Standards in science have fallen.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	B	B	A
writing	E	D	B	A
mathematics	D	A	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Achievement is good. It is good in both the Foundation Stage and Key Stage 1. **Pupils achieve well in reading and writing, mathematics and information and communication technology (ICT). Achievement is satisfactory in religious education (RE). It is unsatisfactory for more capable pupils in science.** In Year 2, standards are above average in reading, writing, mathematics and ICT, average for speaking and listening and standards meet expectations for RE. Comparison with similar schools shows test and task results for 2003 were well above average in reading, writing and mathematics. The results of children from the SNSU unit have been extracted for this purpose. The results compared with all schools shown above, which include pupils from the SNSU, were above the national average. Children in the Foundation Stage achieve well in communication, language and literacy, mathematical development, personal, social and emotional

development, knowledge and understanding and creative development. Achievement is satisfactory for physical development. Most children are on track to reach the goals for their learning by the end of the Reception Year. All children with special educational needs, including the children in the SNSU, achieve well in relation to the targets set for them in their individual education plans.

Pupils' personal, spiritual, moral, social and cultural development is good overall. Pupils' attitudes and behaviour are very good. Attendance is good. Punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good. Excellent relationships in the classroom contribute much to the very good behaviour. Skills are taught very well by all staff so that pupils achieve well in reading, writing, number work and in the use of computers. Resources are used well to aid pupils' understanding. However, the lack of challenge in science depresses the achievement of more-capable pupils.

The curriculum is broad and very well enriched by extra-curricular activities and the interest brought by visits and visitors. Literacy and numeracy are taught well but the pupils have too few opportunities to apply these skills. The mixed age classes do not result in underachievement but the curriculum planning does not ensure pupils in the same year group have similar experiences. Also, some pupils are withdrawn from lessons for music and French and regularly miss the same lessons each week. The accommodation for Reception children and those in the SNSU is unsatisfactory. Pupils are cared for very well. Health and safety are given high priority. Links with parents are very strong and impressive work has been done to enable parents to make a substantial contribution to their children's success.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher ably leads the small team of staff. The teamwork of the headteacher, staff and governors is very effective. Governance is good overall, with work in shaping the direction of the school being very strong. The staff, resources and accommodation are managed well. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a high opinion of their school. However, parents have reservations about mixed age classes. Pupils feel they learn a great deal and have someone to turn to if needed.

IMPROVEMENTS NEEDED

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

- Raise standards and achievement for more capable pupils in science.
- Improve curriculum planning to allay parents' fears about mixed age classes and to increase pupils' opportunities to apply their literacy and numeracy skills.
- Improve arrangements so that some pupils do not regularly miss the same subjects by being withdrawn from class for other activities.
- Improve the accommodation to provide Reception children with better access to the outside and to provide appropriate facilities for pupils in the SNSU.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **above average** in reading, writing, mathematics and ICT. Standards are **below average** in science. Pupils' achievements are good overall. However, more capable pupils are not challenged by their work in science. Children in Reception classes achieve well in all their areas of learning except physical development where achievement is satisfactory. Most children are on track to meet the goals for their learning in all the areas by the end of the Reception Year except the goals in personal, social and emotional development, which they are likely to exceed. There is no difference in achievement associated with mixed age classes.

Main strengths and weaknesses

- Above average standards are associated with good teaching, particularly of key skills.
- Good achievement in ICT relates to the opportunities that pupils have to apply their skills in other subjects.
- The access to and size of the outside accommodation limits children's achievement in physical development in the Foundation Stage.
- Achievement and standards are depressed in science for more capable pupils because the curriculum lacks challenge.

Commentary

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

Standards in:	School results	National results
reading	16.7 (17.0)	15.7 (15.8)
writing	15.7 (13.9)	14.6 (14.4)
mathematics	17.6 (17.6)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

1. By the end of Year 2, pupils reached standards in the 2003 national tests that were above average in reading, writing and mathematics. The proportion of pupils reaching the expected levels in science judged by teacher assessment was below average. However, these results include those of four pupils from the SNSU who, whilst their achievement is good, reach standards which are well below average. Compared to national averages, once these scores have been extracted, results for reading are in the highest five per cent and are well above average for the other subjects. Compared to similar schools, once the SNSU scores are extracted, the results are well above average. The proportion of pupils reaching the higher levels was well above average in reading, mathematics and science. They were in line for writing. The trend in the school's results was above the national trend.
2. Pupils in the current Year 2 reach standards which are above average in reading, writing, number work, ICT and average for speaking and listening. Standards are in line with the expectations of the locally-agreed syllabus for RE. Whilst the vast majority reach expected standards in science, too few reach the higher levels.
3. Pupils' achievements are good overall. The curriculum places strong emphasis on developing pupils' skills in reading, writing and in number work. A high proportion of pupils reach the expected levels. However, pupils have too few opportunities to apply their skills in work for other subjects. This results in fewer pupils reaching the higher levels in writing. The

proportion of higher attainers is also lower in 2004, as this cohort has fewer more capable pupils than the 2003 cohort. Good achievement in ICT reflects the substantial investment in hardware and software, in staff training and the good opportunities pupils have to use ICT across the curriculum. Unsatisfactory achievement for more-capable pupils in science reflects the limited opportunities within the curriculum to experience the higher levels and the comparatively small amount of time allocated to the subject.

4. Most children enter school with average personal, social and communication skills. By the end of Reception Year, most children are on track to reach the goals in their learning. They will exceed them for personal, social and emotional development. Their achievements are good overall because of the care taken to present the curriculum in an appropriate way for young children. Key literacy, numeracy and ICT skills are taught well, with positive outcomes for learning. Achievement in physical development is only satisfactory because of the limitations of the accommodation. The outside space is too small and only accessible with adult supervision. Reception-aged children, in Reception/Year 1 class, only have access in the afternoon. Consequently, children have too few opportunities for large-scale activity. There is also no equipment for climbing and balancing. Flexible arrangements which allow the older reception children to join the others in the afternoon are laudable in attempting to address these difficulties.
5. Test results in 2003 indicate boys achieve better in mathematics than girls, and girls do better in writing. Gender difference has been a focus of school improvement. During the inspection, no difference in achievement in girls and boys was noted. There are no pupils at an early stage of learning English. A very small number of pupils whose mother tongue is not English are fluent speakers of the language and access the curriculum well. There are 30 pupils on the register of special needs, which represents 23 per cent of the pupils attending the school. This is above the national average. There are 13 pupils with a statement of special need, which is well above the national average. Eleven pupils attend the SNSU and two are in mainstream. Their special needs include moderate learning difficulties, autism and physical disabilities. All children with special educational needs, including the children in the SNSU, achieve well in relation to the targets set for them in their individual education plans.
6. Pupils' starting points are lower than at the last inspection, particularly with regard to pupils' independence and speaking skills. Despite this, standards remain above average in reading, writing, mathematics and information and communication technology. Although the vast majority are on track to reach the expected levels in science, the proportion reaching the higher levels has fallen. Progress is no longer unsatisfactory in art and design. Standards reached by the end of Reception Year are similar. No judgements could be made for art and design, design and technology, geography, history, music and physical education. There was insufficient evidence and these subjects were not a main focus of the inspection.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. There are no exclusions and relationships are excellent. Attendance is **good** and punctuality is **very good**. Spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Pupils' interest in school life and eagerness to learn helps them to achieve well.
- Children in the Reception classes are on track to exceed the goals for their learning in personal, social and emotional development by the end of the year.
- Relationships are excellent, resulting in very good social and moral development.
- The school sets high expectations for pupils' conduct.
- There is a freedom from bullying, racism and other forms of harassment.

- There are good procedures for monitoring and promoting attendance and punctuality to which pupils and parents respond well.

Commentary

7. Pupils have very good attitudes to learning in lessons. They listen very attentively and undertake tasks enthusiastically. This is the result of good teaching. Children with special needs, both in mainstream and those with statements of educational need, have very good attitudes to the school and work hard during lessons. Children in Reception classes are independent, hard working and enthusiastic about their activities.
8. Behaviour is very good throughout the school, both in the classroom and at playtimes and in the dining room. Pupils are aware that high standards are expected and are insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Relationships are excellent. Because of the school's caring ethos, pupils in mainstream display an edifying level of thoughtfulness towards those in the SNSU. There was no evidence of aggressive, oppressive or harassing behaviour and there have been no exclusions in the past year.

Attendance

9. The school has good procedures for monitoring both attendance and punctuality, including calling parents on the first day of absence if they do not know why a child is absent. Parents are regularly reminded that punctuality is important and this has resulted in improved punctuality since the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	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.

10. The school's provision for pupils' spiritual development has improved since the previous inspection. Consequently pupils are thoughtful about their experiences. Circle time has been introduced during which pupils can talk about how they feel, and candles are lit at times of reflection. The gardening club and art club provide pupils with good opportunities to experience the wonder of the world around them and to take an interest and pride in watching seeds become plants and chrysalides become butterflies.
11. Pupils are encouraged to become independent and responsible and they rise to these expectations well. The school code was agreed with the pupils and written in child-friendly language. With the support of parents, pupils are expected to take responsibility for their own belongings. Older pupils have the responsibility of ensuring all toys are put away at the end of playtime. Good behaviour is also expected on out-of-school visits, which are regularly undertaken. The pupils from the SNSU sing with other schools in Guildford Cathedral and receive swimming lessons away from school. Visits to the local church, clubs and Christmas performances all develop social behaviour very well.
12. The school ensures that pupils experience and appreciate the traditions of other cultures. Major religious festivals of different faiths are celebrated such as Chinese New Year and Diwali. Visitors have included an African dancer working with all the pupils and Afro-Caribbean music to support the pupils' work about Africa. Subjects such as personal, social and health

education, music, art and religious education make satisfactory contributions in helping to prepare the pupils for life in a multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum meets statutory requirements. The quality of teaching and learning is good. Pupils are very well cared for. Links with parents are very good. Accommodation for the SNSU and for Reception classes is unsatisfactory.

Teaching and learning

The overall quality of teaching and learning is good. Its quality is consistent across classes. Assessment and its use are satisfactory.

Main strengths and weaknesses

- Excellent relationships in the classroom ensure that behaviour is positively managed.
- Teaching assistants are skilled and support pupils' learning well.
- There is insufficient challenge of more-capable pupils in science.
- Key literacy, numeracy and ICT skills are taught well so that pupils are well equipped for the next stage of education.
- Resources are used very well to help pupils understand and to bring learning alive.

Commentary

13. The quality of teaching and learning is similar to the last inspection. Nine out of ten lessons are good or better. Assessment is no longer a key issue for concern.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (5%)	17 (85%)	2 (10%)	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.

14. Pupils' behaviour and attitudes to learning are very good. Their relationships with others are excellent. This results in a climate in the classroom which is purposeful and positive. Teaching of Reception age children achieves this through careful management of time. For example, children do not spend ages on the carpet. Every effort is made to approach their learning through practical activity, to exploit both the outside for large-scale work and the potential of role-play to apply their learning enjoyably. Consequently, children are very enthusiastic and work hard. In infant classes, staff also have excellent relationships with pupils. Expectations for behaviour are made clear through class codes. Staff provide very good models of collaborative behaviour through the very effective partnership of teachers and teaching assistants.
15. The high priority placed on staff development has very positive outcomes for pupils' learning. Teaching assistants are presently extending their skills through professional courses. Teachers and assistants plan their work together well. The needs of individual pupils, particularly those with special educational needs, in small group work are discussed so that the maximum benefit can be gained from their lessons. The very good ratio of learning support assistants (LSAs) to pupils in the SNSU ensures that these children are able to make good progress according to their ability. The LSAs play a vital role in managing the children and guiding them in activities. The assessment of the needs of these pupils and of their progress is very good. The early identification of these pupils is a strength of the provision for special educational needs within the school as a whole.

16. Overall, the staff's expectations of pupils throughout the school are good. Consequently, the quality and quantity of their work in English, mathematics and ICT are good. However, more capable pupils are not challenged sufficiently by their work in science. Too little of their work, particularly in experimental and investigative science, is pitched at the above average level.
17. Key skills are taught well. In Reception Class, regular and effective teaching of letter sounds and handwriting, with opportunities to apply these skills, results in a large proportion of children able to write simple phrases attempting their own spelling. Across the school ICT skills are taught well and these are used to support learning across the breadth of subjects. Reading, writing and mathematical skills are taught well. Planning is very effective and takes good account of the needs of pupils of different capabilities. Consequently, pupils' achievement is good.
18. Resources are used very well to aid pupils' understanding and to bring interest to their learning. In Year 1, the visit of a local historian was a highlight. Hats, buckets and spades, parasols, deck chairs, a Punch and Judy stand and an old camera all brought the Victorian summer holiday to life. The Internet was used well in Year 2 to research sharks and the interactive white board to provide demonstration. In Reception, role-play areas provide good opportunities for children to consolidate their learning and to practise their expanding vocabulary, for example in sorting out holidays at the travel agent.
19. The use of assessment to set targets for individual and groups of pupils was judged at the last inspection to need improvement. Procedures are now satisfactory overall. Observations are regularly made of Reception-aged pupils across the areas of learning. These are used effectively both to identify and meet the next steps in learning. The practice is good. In the infant classes, termly assessments are made of reading, writing and mathematics. Other subjects are assessed at the end of topics. Staff meet regularly and, informed by these assessments, discuss which pupils require additional support to address difficulties or need to be extended. Individual teachers and teaching assistants know their pupils well. However, the assessment information they collect is not collated in a form which allows easy analysis of individual or group rates of progress or which areas of the curriculum are associated with high or indifferent achievement.
20. Pupils' work is marked but points for improvement are not highlighted consistently. This misses opportunities, for example to indicate to more-capable pupils how they could achieve levels above the average in science.

The curriculum

The curriculum is good. It covers national requirements and is particularly successful in developing pupils' skills in English and mathematics. Opportunities to take part in extra-curricular activities are very good. The science curriculum receives insufficient time and is not challenging for more capable pupils. Accommodation for the SNSU and for Reception Class children is unsatisfactory. Overall, resources are satisfactory.

Main strengths and weaknesses

- The implementation of the national strategies of literacy and numeracy is good and makes a significant contribution to raising pupils' achievement in English and mathematics.
- ICT is used well to support learning in a range of subjects.
- The science curriculum receives insufficient time and lacks challenge.
- Some pupils miss some important elements of curriculum when they are withdrawn to receive tuition in French and music.
- Match of teachers to the need of the pupils and curriculum is good.
- There is a very good match of trained teacher assistants to the needs of the pupils.
- The very good range of extra-curricular activities enriches pupils' learning experiences.
- The school has not yet developed a curriculum plan for mixed age classes.

- Pupils have too few opportunities to apply their literacy and numeracy skills across the curriculum.
- The outdoor facilities for Reception classes and accommodation for pupils in the special education needs support unit are insufficient.

Commentary

21. The school provides pupils with a broad range of activities and experiences covering all areas of the National Curriculum and fulfils statutory requirements, including those of RE and collective worship.
22. The curriculum for the Reception children is good in all areas of learning, apart from physical development, where it is satisfactory. Teachers provide children with appropriate experiences that develop their skills in all areas of learning, although provision to extend the curriculum outdoors is insufficient. Children in the mixed age class currently can use facilities only in the afternoons. The new building plan is inappropriate, as it would deprive Reception children of their outdoor area.
23. The school meets statutory requirements for the curriculum and planning is based on national guidance. The national strategies for literacy and numeracy have been implemented rigorously. They reflect the school's priorities and have a significant impact on raising pupils' achievement in English and mathematics. Pupils have limited opportunities to practise their literacy and numeracy skills in other subjects. Opportunities for extended writing in history, geography, and RE are too few.
24. Provision for ICT is good and pupils make good use of it in several subjects. Teachers are confident in their use of ICT, and electronic presentations in the two older classes help sustain pupils' interest. The school ensures that appropriate attention is given to raising awareness of the dangers of drugs misuse. The school governors have decided not to provide lessons on sex and relationships education. Satisfactory arrangements are made for personal, social and health education which is approached across the curriculum.
25. The school makes good provision for children with special educational needs throughout the school and particularly in the SNSU. Procedures are well organised. The requirements of the new code of practice for special needs are fully met. The special needs coordinator (SENco) works very effectively with all members of staff. The SENco is responsible for organising the support the special needs pupils receive and she ensures that they have full access to the curriculum. Individual targets are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones. The school also ensures that provision matches the individual pupil's education plan. The needs of the children in the SNSU are imaginatively met through such activities as horse riding, which they enjoy on a weekly basis. They also have regular swimming lessons. A music therapist visits weekly to work with all the children in the SNSU to produce a performance, which they present to the rest of the school and their parents. Whenever appropriate, pupils from the SNSU join with those from mainstream for activities. During the inspection they were included in the Afro-Caribbean music workshops and joined with another class for creative activities in the afternoon. This integration benefits both the pupils from the SNSU and the children from mainstream by promoting their social skills. The accommodation in the SNSU is unsatisfactory. There is a lack of space, for example for storing the tricycles, and a lack of privacy for individuals.
26. Teachers regularly prepare lessons in English and mathematics for pupils of different abilities and as a result they achieve well. Curriculum time given to science is insufficient. More-capable pupils are not sufficiently challenged. Some pupils miss lessons in a number of subjects when they are withdrawn for French and music tuition. This has a negative impact on those pupils' learning. Curriculum planning for mixed age classes is not sufficiently developed to ensure that all pupils of the same age have similar experiences, for example when visitors come to school. This results in parents worrying about possible negative effects resulting

from mixed age classes. Parents feel these differences as inequalities in provision. However, inspection findings do not suggest these pupils achieve differently, because, although the content of lessons may be different, pupils are taught the same key skills.

27. The school provides a very good range of extra-curricular opportunities for all pupils. During the inspection week clubs included French, recorders and fitness. Offsite visits support curriculum work well. Visitors to the school such as artists, the local vicar and a musician further enrich the curriculum. Class visits are organised regularly to support work in different curriculum areas. The match of teachers to the curriculum is good. A teacher assistant works in each classroom. They are very well trained and support the curriculum well and make important contributions to the standards pupils reach.
28. The accommodation is enhanced well by engaging displays of pictures, artefacts and pupils' work. The stimulating environment adds positively to pupils' desire to learn. The library supports pupils' learning well through its collection of fiction as well as non-fiction books. Good levels of ICT resources make a good contribution to pupils' learning. However, accommodation for the SNSU is insufficient to meet their needs and does not ensure their privacy. The accommodation does not provide adequate outside access for children of Reception age.

Care, guidance and support

The school takes **very good** care of its pupils and involves them well in the life of the school. Support and guidance for pupils is **good**. The school pays **good** attention to the views of pupils. They are formally sought on an annual basis to inform school improvement.

Main strengths and weaknesses

- There are excellent relationships between staff and pupils.
- Governors have implemented very good health and safety procedures.
- Children benefit from good induction procedures.
- Good use is made of assessment data to provide support for pupils.

Commentary

29. The school is fortunate to have governors who have considerable experience in assessing health and safety risks. They are currently undertaking detailed risk assessments within the school that look at the activities taking place as well as issues related to maintenance. Child protection procedures are securely in place and all staff have received recent training. Supervision of pupils during lunchtime is very good and because of this the pupils from the SNSU are able to integrate fully with the other pupils.
30. There is a comprehensive induction programme for pupils, including visits to the school and packs of work for them to do at home with their parents.
31. Virtually all pupils have confidence in the staff to help them if they are unhappy or have a problem. Teachers use assessment data well to identify pupils who need extra support and then to provide intervention programmes for individual or groups of pupils in literacy and numeracy. In addition, there are behaviour management programmes for those pupils who need them. There are good arrangements to seek pupils' views about their school and ways in which they think it might be improved.
32. Children with special educational needs are given very good support. The school identifies pupils with special needs at a very early stage and makes appropriate provision. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupil's difficulties. This information is used effectively to plan appropriate work and has a

positive effect on children's progress. Termly meetings are held with the SENco and all staff and the progress of all pupils is discussed to ensure that pupils are being given the correct support and to ensure that the LSAs are working to the individual education plans. The school works closely with the local education authority's support services, for example the speech therapist and physiotherapist who visit the SNSU weekly, and other staff, for example the educational psychologist, who visit termly by appointment.

Partnership with parents, other schools and the community

Partnership with parents is **very good**. Links with the community and other schools are **good**.

Main strengths and weaknesses

- There is excellent provision for parental involvement in their children's education.
- There are very good procedures for taking parents' views into account.
- Good procedures enable pupils to transfer smoothly to the next stage of education
- The links with other schools contribute well to staff development.
- Local businesses provide extra resources for the school.
- The school plays a strong role in the local community.

Commentary

33. The school has maintained the strengths in its partnership with parents and the local community. It has improved the quality of the annual governors' report to parents. It is now informative and well presented as well as fully meeting statutory requirements.
34. The school places a very high value on all members of the school community working together towards common aims. Consequently, parents' views are sought over a range of issues and their opinions are taken into account both for strategic planning and on day-to-day provision. The school sent out a questionnaire to parents last year and those returned showed a very high level of satisfaction with what the school provides, with the one exception of mixed age classes. Parents are concerned about the effect mixed age classes have on the achievement of pupils, especially the older children in the class. Governors have responded to these concerns by working very hard at trying to increase the published admission number. The inspection team carefully compared the achievement of pupils in mixed and single age classes and concluded that all pupils achieve well. The school also values parents' feedback on different initiatives it has tried, for example, the items that are included in the story sacks.
35. The school provides parents with a good range of information about the life of the school and dates for forthcoming events. Reports are good with clear information about what pupils can do and understand as well indicating the progress they have made. However, they do not identify whether the pupil is working at the expected level or not. Parents are encouraged to be active partners in their children's education and are given excellent support to do this. Termly class letters provide information about what the pupils will be studying and what support parents could give. The letters also identify useful websites. The range of numeracy workshops that were organised so that parents could attend one that covered the work for their child's ability represents an outstanding commitment by the school to parental involvement. These workshops are highly appreciated by the parents. In addition, there is a wide range of resources that parents are encouraged to use at home including numeracy games, story sacks, storybooks and CDs.
36. The school works closely with parents when their child is put on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for the child to achieve. The SENco meets with parents to explain and discuss these targets and to discuss other matters such as the type of provision the child receives and the appropriate provision for the next stage of their education. Because many of the pupils in the SNSU travel long distances to the school by taxi and therefore are not

collected by a parent or carer at the end of the school day, the SENco has introduced a home/school diary as a means of communication.

37. Links with the local community help to enrich the curriculum by providing extra resources through sponsorship as well as enabling the pupils to take an active role in the local community. A highlight for the pupils last year was taking part in the flower festival to celebrate St George's Church centenary and singing to the Duchess of Gloucester. Local charities provide financial support for the SNSU pupils, including providing horse-riding opportunities.
38. The close links with local beacon schools has led to curriculum innovations such as the writing journals and to improved staff expertise in areas of ICT. The majority of pupils transfer to one junior school with which there are good links. These include visits to the junior school, including a technology morning, that help allay any fears pupils may have about the new school. The manager of the SNSU has extensive contact with the schools to which her pupils transfer.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are both **good**. The school is well led and managed by the headteacher in close partnership with staff and governors. Governance is good. Governors' involvement in strategic planning is very good. They are very concerned that all pupils should flourish.

Main strengths and weaknesses

- The headteacher and key staff provide good leadership.
- The co-ordination of science is unsatisfactory.
- The professional development of staff is good.
- The strategic working group is very effective.
- Governors respond very well to parents' views.
- The management of assessment data does not ease analysis of the information.

Commentary

39. The leadership and management of the school show similar strengths to those seen at the last inspection.
40. The headteacher has a modest but effective style of leadership. She carries a heavy load because of the small size of the school, including co-ordination of English, and operates without a deputy headteacher. This load is willingly borne to ensure the financial security of the school but is not desirable. She is receptive to new ideas and novel ways of working to benefit pupils. For example, the flexible arrangements for Reception aged children in the afternoon so that they all have access to the outside have very positive benefits.
41. Overall, leadership and management by key staff are good. It is very good for English and mathematics. Co-ordinators have a good understanding of how to improve provision in their subjects. Improvements are evident in provision in English, mathematics, ICT, art and design and in the Foundation Stage since the last inspection. The management of special educational needs is very good. The school's approach is very well organised and designated funds are used appropriately. All staff work closely with the co-ordinator, who ensures that they are all aware of the procedures. There is a governor designated as a person responsible for overseeing special needs. The LSAs are very well trained and committed members of the school staff and make a very positive contribution to the pupils' learning both in mainstream and in the SNSU. Co-ordination of science is presently unsatisfactory. The co-ordinator has very recently been appointed and a thorough review of allocation of time to the subject, of the

needs of pupils of different capability, and of planning for mixed aged classes, needs to be undertaken urgently to raise achievement. This work is just beginning.

42. The quality of teaching and learning is kept under regular review by the headteacher in partnership with the local education authority adviser. Assessment of pupils is also carried out regularly and reviewed to ensure provision is matched to individual pupils' needs. At present this data is not well managed to support ease of analysis so that the headteacher and governors can easily track the achievement of individuals and groups of pupils.
43. Management of staff development, recruitment and retention and induction is good. Good and continual professional development is regarded as an entitlement of all staff. The involvement of teaching assistants in National Vocational Qualifications courses anticipates well future demands on professional skills as their role is developed.
44. The school improvement plan is satisfactory in outlining future developments. It addresses the most important aspects which will have a positive effect on the quality of education. Funding is carefully considered. However, the plan lacks the clearly defined outcomes for pupils' learning which provide an effective tool for monitoring and evaluation of provision.
45. Governors are very committed to continuous improvement of the school and to taking a long-term view through the strategic working group. The governing body has primarily focused on how it can address the concerns of parents about mixed age classes. It has lobbied hard for the local education authority to increase the published admissions number so that it would not be necessary to have mixed age classes. However, due to the falling number of children in the local area this is not a viable option. This focus has inhibited governors from developing creative ideas on managing the situation that exists in the school to remedy some of the specific worries parents have. For example, parents are concerned that not all Year 2 pupils have the same experiences, such as having the opportunity to dress up as Tudors. Inspection findings do not suggest mixed aged classes are having a negative impact on achievement but this message is not being communicated well enough to parents.
46. The headteacher ensures governors have high quality information, including performance data that they use very well to plan for future improvements. Parents are unusually forthcoming in their praise of the governors, reflecting the high degree of commitment and involvement of governors in the life of the school. This involvement gives governors a good understanding of the school's strengths and weaknesses. Governors fulfil their role of 'critical friend' well. They ensure statutory requirements, including a race equality policy, are in place and are very committed to equal opportunities for pupils.

Financial information

Financial information for the year April 03 to March 04

Income and expenditure (£)	
Total income	468,598
Total expenditure	479,709
Expenditure per pupil	3,900

Balances (£)	
Balance from previous year	98,140
Balance carried forward to the next	107,029

47. The budget is planned well to meet the priorities set in the school improvement plan. It is well managed and regularly monitored. Governors achieve the principles of best value well. Spending decisions are carefully considered and, where appropriate, tenders are sought. Outcomes of allocation of resources are reviewed, for example the effect on achievement of employing a generous number of additional teaching assistants. Benchmarking is now being undertaken to compare spending with similar schools. At present there is a large reserve. Much of this is allocated to meet, for example, the costs associated with imminent building

developments, delayed redecoration, and facilities for Reception Class put on ice because of negotiations about future developments. However, given the good state of décor, whilst it is good practice to allocate funds, this allocation in some respects is more than is required.

48. Badshot Lea is a good school which provides good value for money. The community atmosphere and partnership of parents, staff and governors contribute well to the pupils' good achievements. However, the accommodation provides difficulties for reception-aged children and for those in the SNSU. Proposed plans for development will make the outside facilities for Reception-age children poor and unacceptable. The commitment of staff is without question but given the size of the school the headteacher and other key staff carry a heavy weight of responsibility.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Strengths in the provision have been maintained since the last inspection. Children enter Reception Year with average personal and communication skills. They achieve well in all the areas of learning except physical development, where their achievement is satisfactory. Most children are on track to meet the goals for their learning in all the areas by the end of the Reception Year except the goals in personal, social and emotional development, which they are likely to exceed. The quality of teaching and learning is good across all the areas of learning. Children, including those with special educational needs, are supported well both by teachers and skilled LSAs. Consequently, they make good progress. Planning takes good account of children's targets for learning and adapts well to individual needs. The very few children from ethnic minorities achieve as well as their peers.
50. Leadership and management of the Foundation Stage are good. Parents have great and justifiable confidence that their children are given a good start. The admission number makes mixed age classes inevitable. There is presently one Reception Class and a mixed Reception/ Year 1 class of the oldest Reception age children.
51. The accommodation makes access to the outside problematic; there is no direct access for the mixed age class. Flexible arrangements have been made to class organisation to allow these children to experience the large scale, active opportunities afforded by outside provision in the afternoon. It is regrettable that proposed building development will make even this imperfect situation worse and will make it very difficult for the school to meet national guidance for education of children of this age. There are too few resources for imaginative play, investigation and practical mathematical work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on track to exceed the goals for their learning by the end of the Reception Year.
- Relationships are excellent; children have a great interest in their learning and are confident to try out new activities.
- The quality of teaching and learning is good and children achieve well.

Commentary

52. The quality of the curriculum and the staff's good knowledge of the needs of young children ensure success in developing the children's interest in their activities and their ability to sustain concentration. Routines are well established so that children are independent. Choices of activity and the decision-making involved in, for example, designing and making activities, extend this independence. The approach to behaviour management is very positive. Children have many opportunities to work and play together, co-operating in role-play or in clearing away resources so that they quickly become very skilled socially. Work on Africa and festivals from around the world and visits, such as from a musician playing a variety of traditional music, support children in understanding cultures other than their own. The integration of children from the SNSU with some of the creative activities in Reception supports their development of sensitive relationships very well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of reading and writing skills is very good resulting in good achievement.
- Parents make good use of the very good resources provided by the school to support their children's learning at home.

Commentary

53. Children enter school with unremarkable vocabulary and ability to express their ideas. Planning pays good attention to questioning and the words associated with different activities so that children make good progress in developing communication skills. Activities are planned to benefit children of the range of capability. There is an effective partnership of teachers and teaching assistants allowing children to learn skills in small groups tailored to their capability. Specific skills, such as using knowledge of letter sounds to read and spell, developing a good handwriting style, and analysing the picture clues in stories, are taught very well. Children are praised for their successes and teaching picks up on their responses well to take the learning forward. They have good opportunities to use these skills in play, for example reading brochures in the travel agent, and consequently children find their learning enjoyable and are on track to meet the goals for their learning by the end of the Reception Year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children develop good understanding of number work.
- A few children of lower attainment take part in fruitless recording of mathematical work when their priority should be practical experience.

Commentary

54. The children's mathematical experiences cover the breadth of the curriculum. Children recognise and name familiar two and three dimensional shapes and can find examples of them in the environment. They use 'heavier' and 'lighter' to compare the weight of objects. Many know 'o' clock' and understand the function of the small and large hands. More capable and average children can carry out simple addition and subtraction and record their work. Most children can continue a two part pattern and more capable children work with three elements. Counting and recognition of numerals is above expectations for children of this age. There is some use of worksheets for children to record mathematical work. For a few lower attaining pupils this recording is not worthwhile, as it does not support their understanding. ICT is used well to support mathematics, for example by creating symmetrical designs. The good quality of teaching and learning results in good achievement. Children are on track to reach the goals for their learning by the end of the Reception Year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- ICT skills are taught well.
- Children are given a good range of choice to exercise their designing and making skills.

Commentary

55. The quality of teaching and learning is good. Although Badshot Lea is a predominantly white area, children are given good opportunities to learn about the culture and beliefs of others through RE lessons and in their topic work. The approach is practical. Children explore African instruments, try to carry baskets on their heads, look at carvings and hear traditional stories from the continent. ICT skills are taught well, so that children can control programmable toys and can use the paintbrush program to create pictures. They are taught a good range of making and joining techniques and this, together with a choice of materials, means they make meaningful decisions in their work. They learn about the past when comparing photographs of themselves as babies. The approach to the curriculum is essentially practical, which allows children to explore why things are the way they are. Teaching teases out, for example, what happens when water painted on the floor and wall evaporates. Children achieve well and are on track to reach the goals for their learning by the end of the Reception Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The outside facilities are small and are not directly accessible from both classrooms.
- Children have access to a good range of tools to learn muscle control.

Commentary

56. The limited outside accommodation negatively affects children's achievement. Despite good teaching, weaknesses in the accommodation result in only satisfactory achievement. Pupils have too few opportunities to move with control and co-ordination. There is no climbing and balancing equipment, a lack of room to accommodate it and little room for children to move around at speed. Specific physical education lessons in the playground do provide opportunity for some of this work. Skills such as how to roll a ball correctly are taught well. Children know it is important to warm up and that exercise causes their heart rate to rise. They are encouraged to evaluate their own work by commenting on the errors made by staff as they model activities.

57. Handwriting is taught well. Children have access to a good range of tools, different sized paintbrushes, pencils, felt tips, computer mouse, scissors and jigsaw puzzles. Consequently, most have good fine muscle control. However, a few have not mastered how to hold a pencil correctly. Most children will achieve the goals for their learning by the end of the Reception Year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Role-play is used well for children to express their ideas and understanding.

Commentary

58. The quality of teaching and learning is good and children achieve well. Staff plan a good range of opportunities for children to use their imagination and express their own ideas. More-capable children mix their own colours in paint. Visitors such as the Caribbean musician add much to children's appreciation of music. They enjoy making artefacts for role-play, such as plants, animals and insects for the African jungle out of junk materials. They play together weaving drama and everyday events as participants in a hospital. They consider the merits of different destinations in holiday brochures as they play in the travel agent. They respond with joy at finding a beautiful moth in the jungle and are fascinated by the shape and colours of soap bubbles they blow. Most children will attain the goals for their learning by the end of the Reception Year.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above the national average by the end of Year 2 in reading and writing.
- Pupils achieve well as a result of good teaching.
- Pupils have too few opportunities to use their literacy skills across the curriculum.
- Since the last inspection the school has made good improvements.
- The co-ordinator provides very good leadership and management.
- Assessment is good and pupils' progress is tracked and used to provide additional support, however, information is not easily accessed.

Commentary

59. In National Curriculum tests in 2003, Year 2 pupils' results (excluding the SNSU pupils) at level 2 placed the school in the highest five per cent in reading. Results in writing were well above the national average. When compared with similar schools, the results were well above average in both reading and writing. The proportion of pupils reaching the higher level in reading was well above the national average and was average in writing.

60. Standards of the current Year 2 are above average in reading and writing. A high proportion of pupils are likely to attain Level 2, but the number of pupils attaining the higher Level 3 are likely to be lower than the previous year. This is because there are fewer pupils in the higher capability range. Most pupils achieve well. Pupils who have special education needs are well supported and achieve well in relation to the targets set in their individual education plans. Pupils of ethnic minority heritage do as well as their peers. Boys and girls achieve equally well. There are no pupils who speak English as an additional language. There is no difference in the achievement of pupils in mixed age classes.

61. Standards in speaking and listening skills are similar to those that are expected nationally and pupils' achievement is satisfactory. Most pupils lack confidence and many do not volunteer to

answer questions in class lessons and during the discussions. Standards are improving as a result of the whole-school priority given to the development of speaking skills. Strategies such as paired discussions, circle time and additional group support are being successful in achieving these improvements.

62. Good, focused teaching of reading skills in Years 1 and 2 helps improve standards and they are above the national average throughout the school. Pupils' achievement is good. Pupils of all abilities enjoy reading, and use their knowledge of letter sounds, context and picture clues well to understand the text. They explain what they have read and talk about the characters and the setting, but are reluctant to predict what is likely to happen in a story as they lack confidence in expressing their own ideas. Pupils take reading books, story sacks containing books, tapes, CDs, games and artefacts to share with parents. Good support from parents further improves pupils' reading skills.
63. Standards attained by the end of Year 2 in writing are above average and their achievement is good. Pupils write for a range of purposes and they have all produced a good amount of written work in the current academic year. Higher-attaining pupils structure their writing effectively and include imaginative detail. They know about the importance of characters and setting and having a good start, middle and end to a story. Pupils have above average skills in spelling, and use their knowledge of story-telling conventions to good effect in their own writing. Pupils use computers confidently to write and to import images to illustrate their work. This contributes well to their progress.
64. The quality of teaching and learning is consistently good. Teachers make good use of the interactive whiteboards in their demonstrations and explanations, which stimulates pupils' interest. Pupils are given good opportunities through regular sessions to improve their handwriting. All pupils write in joined script. Teachers set clear aims for lessons and pupils are aware what is expected of them. They understand how the present lesson links to previous work. Good questioning promotes pupils' thinking and maintains interest, as was observed in all lessons. Work given is challenging and most pupils respond positively. Behaviour in lessons is good and as a result the pace of lessons is good with no interruptions. LSAs are used very effectively and they contribute very well to pupils' learning.
65. Pupils in all classes display good attitudes to learning and when they undertake written tasks they work productively and with interest. Marking includes some short encouraging comments but teachers do not consistently make pupils aware of what they need to do to improve. Homework is set that relates to their targets, and parental support helps to improve achievement and, thereby, raise standards.
66. The subject is led and managed very effectively and has a strong impact on pupils' achievement. Pupils' progress is carefully tracked and the school makes good use of performance data to implement strategies to raise standards. However, this information is collected and kept with pupils' samples of work and is not readily accessible. The good curriculum is enriched by World Book Day, when books are celebrated from around the world.
67. Since the previous inspection, the school has made good improvement. Pupils' achievement is now good rather than satisfactory. The school has maintained above average standards in reading and have improved from average to above average in writing. Leadership and management have improved from satisfactory to very good.

Language and literacy across the curriculum

68. The provision for literacy across the curriculum is **unsatisfactory**. Reading is encouraged well through guided reading sessions, and its importance in subjects such as mathematics in understanding word problems is often highlighted in lessons. Computers are used well to draft or word-process text. However, pupils are not given opportunities often enough to write extensively in other subjects. For example, in history, geography, RE, and design and technology, pupils discuss their work but do not use literacy skills to record.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The quality of teaching and learning is good.
- Relationships are excellent, which encourages all pupils to try hard.
- Lower attaining pupils are supported well and there is challenge for the more-capable pupils.
- Pupils have too few opportunities to apply their numeracy skills across the curriculum.
- Leadership and management of the subject are very good and are driving the move to raise standards further.

Commentary

69. In 2003, results in national tests (excluding the SNSU pupils) were well above average. The proportion of children reaching the expected level was average, while the proportion reaching the higher level was well above average. When compared to similar schools, the results were well above average. Standards of the current Year 2 are above average. This cohort has fewer pupils of higher capability compared to the previous year.
70. The quality of teaching and learning is good and, as a result, pupils, including those with special educational needs, lower attainers and the more capable, progress and achieve well. This is because the good teaching provides challenge in lessons for pupils to achieve as well as they can. Pupils of ethnic minority heritage do as well as their peers. Boys and girls achieve equally well. There are no pupils who speak English as an additional language. There is no difference in the achievement of pupils in mixed age classes. Standards have improved in recent years and since the last inspection. Several factors have contributed to this. The coordinator gives very good leadership and together with the headteacher has closely monitored standards.
71. As a result of the school's involvement with a mathematics trial to raise achievement in Year 2, all Year 2 pupils are now provided with a numeracy bag that contains activities and practical apparatus and is used at home with parent support. Parents of Year 2 pupils are also invited to attend fortnightly sessions in school about the mathematics programme their children are following. Setting for mathematics lessons also contributes to good learning because pupils are able to work in smaller groups. These initiatives are intended to raise standards and early signs are positive.
72. Teachers have a good knowledge and understanding of the subject and of the approaches to learning that will lead to higher standards. They have very good relationships with the pupils. This creates a good environment in which good learning takes place. Pupils are enthusiastic about their work and work hard, and as a result their achievement is good. Pupils with special educational needs are well supported, and the support focuses on their specific needs. Teaching assistants are effective in ensuring these pupils are attentive during teacher-led sessions and that they are following the lesson and learning. Teachers' use of the time available in lessons is effective and tasks are well matched to pupils' ability with an appropriate level of challenge.
73. The quality of teaching and learning is good. Teachers are very skilled at managing pupils' behaviour and create a good classroom atmosphere, which encourages good learning. They use praise to motivate pupils and they value pupils' contributions so that pupils are willing to answer questions and share ideas. Good use is made of ICT to support learning. Skilled use of the interactive whiteboard in infant classes makes lessons interesting so that learning becomes enjoyable. Programs are chosen that help to reinforce specific learning objectives. The school uses the National Numeracy Strategy well, with a good emphasis on mental

mathematics. For example, in a good lesson in Year 2, pupils had to make different amounts of money using £1 coins and 10p coins. They showed an understanding of place value using hundreds, tens and units. Pupils in Year 1 also showed that they are able to work out the correct change when using a pound coin to pay for an item costing less than £1. An examination of pupils' past work shows that most pupils are able to interpret simple bar charts and to solve written problems.

74. Leadership and management of the subject are very good, weaknesses have been identified and effective action taken to address them.

Mathematics across the curriculum

75. Mathematics is used in other subjects, for example making graphs in science and using measuring skills in design and technology. However, this is not systematically planned to match the progression of pupils' work in mathematics and the opportunities are few.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in lessons.
- Pupils are keen to do science work and behave well because of interesting and motivating topics.
- Standards are below those seen nationally.
- More-capable pupils are not achieving the higher levels.
- Too little time is allocated to the science curriculum.

Commentary

76. Only two lessons were seen. Judgements are based on these lessons, a scrutiny of work, relevant documents and discussion with pupils and staff.
77. In 2003, results of teacher assessments (excluding pupils from the SNSU) were well above average. Standards are now below those found nationally. This represents a decline since the last inspection. Teacher assessment for 2004 shows that all mainstream pupils will reach the expected Level 2 but that none will reach the higher Level 3, so overall results will be below average. There are fewer more-capable pupils in the 2004 cohort compared to 2003. However, the decline is also related to weaknesses in the time allocated to the curriculum and teachers' expectations. Pupils' achievement is satisfactory overall, but it is unsatisfactory for more capable pupils.
78. Pupils behave very well and are interested in practical activities organised to develop their investigative skills. Teachers' questions encourage discussion but are not used sufficiently to extend the learning of more-capable pupils. During the inspection, the teaching in both year groups in the infant school was good. Relationships in all classes are very good, which makes a significant contribution to pupils' learning. Assessment tasks are set at the completion of a topic but the information is not used rigorously enough to plan future work.
79. Pupils are keen to learn and in both observed lessons they were eager to use the resources. Through practical 'hands on' activities Year 1 pupils quickly learned the concept of pushing and pulling in their topic on forces and Year 2 pupils were able to use their knowledge of batteries to light up a light bulb. Both of these activities showed that the pupils work collaboratively. Looking at pupils' past work shows that Year 2 pupils are able to sort fruit and vegetables into groups of food and that they have closely observed an apple and labelled its different parts. They are able to identify common plants and animals and know where they can be found.

Pupils in Year 1 and Year 2 have undertaken fair testing. Year 1 pupils looked into whether it mattered what surface a toy car travels and Year 2 pupils predicted which of a selection of toy vehicles would travel the furthest before undertaking an investigation. There is little recording of work, and what is recorded is in a topic book with other areas of the curriculum. Talking to pupils revealed that some of them are confused over what science actually is.

80. Leadership and management of the subject have been neglected since the previous inspection. There has been a long period without a subject leader and an appointment has only very recently been made. The school recognises that science is an area for major improvement and science is the main subject focus for the coming year. Because of the weakness in management, there has been too little science in the curriculum and this is a significant factor in the underachievement of more-capable pupils. Also, some of these more-capable pupils in Year 2 are withdrawn from their science lessons for other activities. The curriculum plan for each year group is currently under review to take account of the needs of mixed aged classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards across the school are above national expectations.
- Teaching is good and pupils' achievement is good.
- Resources are good and are used well.
- The co-ordinator's leadership and management are good.
- ICT is used well across subjects.

Commentary

81. Throughout the school, standards are above those expected nationally and pupils' achievement is good. Achievement and attainment of boys and girls is similar. Pupils with special educational needs and a very few who are from ethnic minority groups achieve similar standards to their peers.
82. The subject is well resourced. Each class has its own computers and there are two interactive white boards, which are used well in lessons. Year 2 pupils competently word-process their poems and stories. They mix text and graphics, and the more-capable can use CD-Roms and the Internet for research, and send electronic mail.
83. The quality of teaching and learning across the school is good. The teachers have a good understanding of pupils' previous learning and they build on this effectively. They plan lessons well and pupils know exactly what they are learning. The interactive white boards are used well to aid whole-class demonstrations. Teachers give clear explanations. Teacher assistants are used very well to support behaviour and help pupils to concentrate on their tasks. Pupils are receptive, understand what they are required to do and are keen to 'have a go'. Teachers have high expectations and are secure with using the computers and as a result guide pupils well. Pupils experience the expected range of opportunities to develop their ICT skills in word-processing, graphics, data-handling and control and modelling.
84. The leadership and management of the subject are good. The co-ordinator has a good view of the working of the subject across the school. The scheme of work supports staff well. All teachers have had training in ICT and they receive one full day inservice training every year to update their skills. Assessment in the subject is good. Pupils are given opportunities to assess their own work.

85. The school has made good improvement from the previous inspection. Pupils' achievement has improved from satisfactory to good.

Information and communication technology across the curriculum

86. Pupils make good use of ICT skills in several curriculum areas. Pupils use their word-processing skills across many subjects. The Internet is used for research in all subjects. Pupils use their literacy skills and mix text and graphics. They use computers in mathematics to improve learning in number, shape and data handling. Good use of ICT skills is made in science when pupils label body parts and draw and name parts of plants. They download information on how a plant grows from a seed. Good use is made of ICT in art and design, when pupils draw pictures of Joseph's multicoloured coat or Elmer the multicoloured elephant.

HUMANITIES

87. One lesson was seen in history and none in geography. There is insufficient evidence to judge overall provision and standards in these subjects, which were not the focus of the inspection.
88. The school documents indicate that the National Curriculum requirements are met in **geography** and **history**. Pupils have studied the local area and have drawn maps from home to school and listed human and physical features of their locality. Insufficient work in pupils' books indicates that opportunities for pupils to use their literacy skills are not exploited. One lesson in Year 1 taken by a local historian was observed. The quality of teaching and learning was very good. The visitor's knowledge and understanding of the subject, the use of artefacts and opportunities for role-play gave pupils good insight into the seaside holidays in the past. Pupils grasped the changes in their holidays from holidays in the past. Visits to places such as Windsor Castle and many visitors to the school enrich pupils' learning. ICT is used well to extend learning. However, pupils are not given sufficient opportunities to use their literacy skills to write accounts or reports about their topics.

Religious education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Good use is made of visits and visitors to support pupils' learning about Christianity, but there are fewer opportunities to learn about other religions.
- There is insufficient recorded work in RE.
- There are no procedures for tracking pupils' progress.

Commentary

89. One lesson was seen in RE and Year 2 pupils were interviewed. Standards of attainment are in line with the expectations of the locally-agreed syllabus and all pupils, including those with special educational needs, from ethnic minorities and boys and girls, are achieving satisfactorily. Pupils have good understanding that the Bible is a special book for Christians, and know some of the stories of Christianity and Judaism. They visit the local church and know its importance for Christians. They know Muslims pray in a mosque and are required to pray five times a day. They talk about Jesus, Moses and Joseph as important leaders of religions. However, their knowledge and understanding of Islam is not at the same level as that of Christianity. For example, pupils could not recall the name of the special book or the name of the leader of Islam, a religion that is currently being studied.
90. The quality of teaching and learning is satisfactory. Only one lesson was observed, but discussion with pupils indicates that they are taught about the places of worship, special books and stories from the lives of leaders of religions. Teachers' subject knowledge about the

religion being taught is good and good use is also made of relevant books and artefacts to extend learning. Good links are developed with the local church, and the vicar from the church also visits to talk about Christianity. However, the school has not developed links with other religious establishments and therefore pupils' knowledge and understanding of other religions is not as well developed.

91. Pupils' recorded work in their books is insufficient and does not show clearly what they know and understand. This also indicates that their literacy skills are not being used to develop the subject fully. The co-ordinator's role is developing satisfactorily. Assessment is unsatisfactory as there are no procedures implemented to track pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. No lessons were observed in design and technology, music or physical education. One lesson was observed in art and design. There is insufficient evidence to judge provision in these subjects, which were not the focus of the inspection.
93. The lesson in **art and design** in Year 1 was good. Pupils selected from a wide range of materials to produce a collage, exploiting textures to give abstract expression, for example using feathers to suggest birds in the sky. Pupils were encouraged to solve problems such as how to secure bark to their work. ICT supports learning through painting programs. Links with other artists in Farnham are good and there is an art club after school. Displays around the school give prominence to the subject but these include unnecessary teacher-produced templates for pupils to use. The best work is generated entirely by the pupils. Overall, the school has been successful in addressing unsatisfactory progress since the last inspection.
94. From scrutiny of the models made in **design and technology** and displays, the subject meets requirements and time allocation is appropriate.
95. Discussions with Year 2 pupils about **music** indicate they enjoy the subject. They know they can shape compositions to create particular moods by changing the tempo, dynamic or choice of instruments. In singing in assembly, pupils sing with a sweet tone and tunefully. However, a significant number do not participate. Those pupils who play the recorder are able to read standard notation. Special events such as a musical day led by a Caribbean musician contribute well to pupils' knowledge of other traditions.
96. The curriculum in **physical education** meets statutory requirements. As yet no planning has been done to address the latest guidance on time allocation for physical education. Pupils in the SNSU also receive additional weekly lessons in riding, swimming and physiotherapy according to need. The curriculum is supplemented by extra-curricular activities for football and 'club energy'. Physical education contributes well to the pupils' understanding of citizenship through charity work such as 'jump rope for heart'.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. It is not possible to make a judgement about provision, achievement or teaching in personal, social and health education. Personal, social and health education is taught through all subjects of the curriculum, circle times and assemblies.
98. The school ethos and assemblies contribute positively to pupils' development as effective citizens and as well as to their personal and social education. Strong emphasis is placed on raising pupils' self-esteem and they are encouraged to become aware of other people's needs and feelings. Relationships in the school are excellent. Assemblies are used very well to raise relevant questions in particular those related to living in a community and behaving properly, as was seen in one assembly on caring for the environment. The provision for developing a healthy lifestyle is good. Pupils learn about good eating habits and the importance of exercise.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
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	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
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).