

# **INSPECTION REPORT**

## **DARLEY DENE INFANT SCHOOL**

Addlestone

LEA area: Surrey

Unique reference number: 125034

Headteacher: Mrs L Emmett

Lead inspector: Mrs J Catlin

Dates of inspection: 17 – 19 May 2004

Inspection number: 264373

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:	3 - 7
Gender of pupils:	Mixed
Number on roll:	109.5 (full-time equivalent)

School address:	Garfield Road Addlestone Surrey
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Telephone number:	01932 847674
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs L Hall

Date of previous inspection:	2 March 1998
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## CHARACTERISTICS OF THE SCHOOL

Darley Dene School is smaller than most other infant schools with 132 boys and girls aged 3 to 7 years of age. Since the previous inspection the school, in the past three years, has been through a significant amount of change. There is now a different headteacher who, since her arrival who has worked effectively with the staff and governors in developing links with, and support from, parents. As a result, of the school's very positive efforts to integrate parents it has achieved a 'Partnership with Parents' award. Additionally, pupils' attitudes to school and their behaviour have improved. These were her priorities when she was appointed as relationships were at an all time low and these aspects of the school's work are now a considerable strength. The school also admits children into their SEN Cluster whose numbers vary each year but this currently stands at 12 pupils all of whom are in receipt of a statement of special educational need. The proportion of pupils with special educational needs in the mainstream classes is above that usually found at almost 35 per cent. The percentage of pupils with a statement of special educational needs is, at 43 per cent, well above national figures. Currently about 30 per cent of pupils are in receipt of free school meals and this is higher than most other schools. The school has four pupils for whom English is not the language of the home and the proportion of pupils from ethnic groups is 8 per cent. Mobility of pupils in and out of the school other than at the normal time of admission is high.

The socio-economic circumstances of the school are not as favourable as elsewhere. The attainment of most pupils on entry to the school is well below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21685	J Catlin	Lead inspector	Mathematics Areas of learning in the Foundation Stage English as an additional language
9770	J Baker	Lay inspector	
14706	B Knowles	Team inspector	Science Art and design Design and technology Music Physical education Religious education
24528	G Muton	Team inspector	English Information and communication technology Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very caring school whose current effectiveness is **satisfactory**. A significant strength of the school is its provision for pupils with special educational needs (SEN), particularly those in the SEN Cluster where provision is very good. The school went through a difficult and unsettled period three years ago with no permanent headteacher and no secretarial staff. Additionally, a series of temporary teachers taught in Years 1 and 2. Since the appointment of the present headteacher substantial improvements, most notably to lesson planning, teaching, pupils' behaviour and the school's relationships with parents, have put the school back on track. Currently the school gives pupils a sound standard of education and gives satisfactory, and improving, value for money.

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

- the headteacher's leadership is good;
- children in the nursery and reception classes are given a very good start to their education;
- support for pupils in the SEN Cluster is very good;
- the school takes very good care of pupils and ensures that their personal development is good;
- pupils enjoy very good relationships both with one another and adults;
- the tracking of pupils' progress across the school is at an early stage of development;
- standards although improving, are still too low in reading, writing, mathematics and information and communication technology;
- the quality of teaching is not always consistent and a few pupils are not challenged enough;
- there is not always a clear line of delegation in the management of the school.

Since the school was inspected in 1998, improvement has been **satisfactory**. Standards in national tests in reading, writing and mathematics have been in the lowest five per cent nationally since 2002. However, these figures include a high proportion of pupils with statements of special educational need (SEN), particularly those in the Cluster, who would not be expected to gain average standards. Overall, achievement for all pupils is at least satisfactory and for some it is good. The main issues identified for improvement at the time of the last inspection have been tackled satisfactorily. However, more rapid progress in information and communication technology in the last year is proving effective in bringing about improvements. Notable successes are in the quality of leadership, improved curriculum planning and assessment procedures. Further significant strengths are the very good quality of care offered to pupils, the very good links that the school has built with parents and the good improvements to the outside facilities for the youngest children. The school has coped well with the challenges it has faced and the potential for further improvement is good.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the lowest 5% of schools nationally. Similar schools are those with similar percentages of pupils eligible for free school meals*

The table above shows that standards have declined since the school received an achievement award in 2001. However, it is clear that the increase in the numbers of pupils holding statements of special educational needs (SEN) have contributed to this. Standards of work observed in literacy and

numeracy lessons were well below average overall. However, the majority of pupils are achieving satisfactorily although they do not always build on the good progress made in the nursery and reception classes. Overall, standards are still likely to be well below average in reading, writing and mathematics by the time the current group of Year 2 pupils leave the school, due to the well above average proportion of pupils with SEN. Standards in science and ICT are below average. Children in the nursery and reception classes achieve well from a low starting point although very few reach the expected standards for children of this age by the time they enter Year 1. The school's own analysis shows that it currently adds value to pupils' performance and is becoming more successful in doing so. Pupils respond positively to their learning and behaviour is good. **Pupils' personal development is good** as a result of good provision and levels of care. Moral and social development opportunities are strengths. Attendance is unsatisfactory despite the schools' best efforts due to an above average proportion of pupil illness. However, punctuality is good.

## QUALITY OF EDUCATION

The school provides pupils with a **satisfactory** standard of education. The recent focus on the basic skills of literacy and numeracy is appropriate. The quality of teaching and learning are **satisfactory** with pockets of very good and pockets of weaker teaching. Teaching and learning for children in the nursery and reception classes are consistently good, well-organised and provide many valuable learning experiences. As a result, children are happy and confident and make good gains in their learning. In Years 1 and 2 teaching is satisfactory but in a minority of lessons activities are not always well matched to the existing attainment of the pupils. As a result, they are not challenged effectively and do not make enough progress. The strengths of the teaching are the good quality of lesson planning and the good contribution to pupils' learning by support assistants. In the lessons where teaching was good or better, pupils worked hard and made good gains in their learning. The curriculum is suitably planned and provides an appropriate range of activities. Systems to track pupils' progress through the school are very new and have yet to be used effectively.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.** The leadership of the headteacher is good and is a positive factor in the school's improvement over the past three years. The school is suitably managed but on occasions the headteacher is too involved in daily issues that could be delegated to other staff. Despite this she leads the staff in what is an effective team and is well supported by the governors in defining the school's shape and direction. The governing body is effective, sets its sights high and meets all legal requirements. Subject leaders play a satisfactory part in the management of the curriculum. Finance is well managed and, as a result, the school is well resourced.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and recognise that there is always someone to turn to with a problem. Parents have very positive views of the school, whose reputation has improved despite its period of uncertainty. Parents are most pleased with the friendliness of all adults, the links between them and the staff and the very caring nature of the school. The school is very responsive to the views of parents and pupils, which reinforce the sense of community.

## IMPROVEMENTS NEEDED

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

- raise standards in reading, writing, mathematics and ICT;
- improve the quality of teaching and learning in the infant classes;
- improve the efficiency and use of systems for tracking pupils' progress;
- improve strategic planning and develop a wider consultation with staff and governors.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **well below average** in reading, writing and mathematics at the end of Year 2. Standards in science and information and communication technology (ICT) are below average. Despite this the achievement of pupils across the school is **satisfactory** although it is at its best in the nursery and reception classes. Standards are not as high as they were at the time of the last inspection.

#### Main strengths and weaknesses

- Achievement of the youngest children is good.
- Results of national tests at the end of Year 2 were well below average in 2003.
- Work seen in all literacy and numeracy lessons confirm these well below average standards.
- Few more able pupils attain the higher Level 3 in national tests.

#### Commentary

1. Children start school part-time in the nursery with attainment that is well below average despite achieving well. By the time they enter Year 1 their attainment overall remains well below average. This is mainly because they are not in these two classes long enough to compensate for the lack of good quality learning experiences prior to entering the nursery. However, in their personal, social and emotional development where, because of the very high focus given to this area of development, many will achieve the expected standards by the time they enter Year 1. Not all nursery aged children move into the reception class as some parents choose to send their children to the local primary school. This has some effect on the range of prior attainment when children transfer into the reception class. For example, in the current Year 2, eight per cent left at the end of their year in the nursery. Also, these children who left had registered an above average score on the entry tests carried out. Additionally, a further five pupils were admitted late into Year 2, four of whom were identified with SEN. Furthermore, there were ten Year 2 pupils in the SEN Cluster none of whom, by the very nature of their learning needs, attained the standards expected nationally.

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

Standards in:	School results	National results
reading	10.0 (12.7)	15.7 (15.8)
writing	8.0 (10.0)	14.6 (14.4)
mathematics	9.8 (13.1)	16.3 (16.5)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

2. Attainment in the school is in the lowest 5 per cent nationally for a significant proportion of pupils. The standards attained in the national tests in 2003 were very low in reading, writing and mathematics. Overall, in all three areas of learning boys attain higher standards than girls. However, there is no significant difference between the achievement of boys and girls. National tests results for 2003 show that the attainment of pupils, when compared with similar schools, was well below average in reading, writing and mathematics. Careful analysis of performance and better lesson planning is beginning to ensure that the school adds value to pupils' achievement. However, standards as measured by national tests at the end of Year 2 in 2004 are likely to still show the school's results to be poor in reading, writing and mathematics.



3. The percentage of pupils who attain average standards in national tests at the end of Year 2 varies from year to year for several reasons. The relatively small number of pupils in each group means that each pupil represents a large proportion of the total and so one or two pupils who are more able or who have SEN make a big difference to the school's overall performance. Additionally, many pupils leave or enter the school at times other than those expected. In this school, statistics concerning attainment should be treated with great caution.
4. Inspection evidence indicates that in most lessons pupils, including those with SEN or for whom English is not the language of home, achieve at least satisfactorily, and, where teaching is good, better than this. Pupils' attainment is judged to be well below average. Notwithstanding this there are strengths in pupils' knowledge of letter sounds through the successful introduction of a commercial phonics scheme; in numeracy, where most pupils have a sound understanding of how to work out simple calculations; and in speaking and listening with pupils showing improved confidence in communicating their ideas and discussing their work.
5. There is a lack of challenge in some lessons and expectations are not always high enough. This results in some pupils' learning not being extended. This has the opposite effect to the good support for those pupils with SEN which results in them doing well and in a very few cases helping them to reach standards expected nationally.
6. Pupils in the SEN Cluster achieve very well. These pupils all have statements of special educational need and have a range of developmental difficulties. However, as a result of the very good provision within the Cluster, pupils make very good progress towards carefully planned targets in their individual education plans (IEPs). Some pupils in the main part of the school also make good or very good progress, especially when they are engaged in special programmes of work. Overall achievement of pupils with SEN throughout the school is good.

<b>Subjects</b>	<b>National assessments at the time of the last report in 1998</b>	<b>2003 national assessments</b>	<b>Achievement for the 2003 cohort of Year 2 pupils who are no longer in the school</b>	<b>Attainment and achievement of current cohort of Year 2 pupils</b>
<b>Reading</b>	Above average.	Very low and in the lowest 5 per cent nationally with no pupils gaining the higher level 3 coupled with a high proportion of pupils with SEN.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils is well below average. Pupils' achieve satisfactorily.
<b>Writing</b>	Well above average.	Very low and in the lowest 5 per cent nationally with no pupils gaining the higher level 3 coupled with a high proportion of pupils with SEN.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils is well below average. Pupils achieve satisfactorily.
<b>Mathematics</b>	Well above average.	Very low and in the lowest 5 per cent nationally with no pupils gaining the higher level 3 coupled with a high proportion of pupils with SEN.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils is well below average. Pupils achieve satisfactorily.

<b>Science</b>	Not applicable but the report judged standards by the end of Year 2 to be above average.	Not applicable, but teachers assessed standards as very low despite an average proportion of pupils gaining the higher level 3.	Achievement was satisfactory as the majority of these pupils made sound progress since entry into Year 1.	The attainment of the current pupils is below expectations and they achieve satisfactorily.
<b>ICT</b>	Not applicable but the report judged standards by the end of Year 2 to be below average.	Not applicable.	Achievement is satisfactory because the majority of these pupils made sufficient progress since entry into Year 1.	The attainment of the current pupils is below average. Overall achievement is satisfactory but in some aspects it is good.
<b>RE</b>	Not applicable but the report judged standards by the end of Year 2 to be as expected.	Not applicable.	Achievement is satisfactory because the majority of these pupils made sufficient progress since entry into Year 1.	The attainment of the current pupils is below average. Overall achievement is satisfactory.

7. In ICT the school has done well to overcome some of the issues raised by the previous inspection report, for example, weaknesses in resources, although standards remain below those expected nationally by the end of Year 2. Standards in RE are below those expected by the agreed syllabus.
8. As a consequence of the focus on literacy and numeracy, few lessons were observed in other subjects, for example, art and design, design and technology (DT), geography, history, music or physical education (PE), although a sample of pupils' work was scrutinised. There was insufficient evidence to make secure judgements on standards in these subjects although when pupils were asked to talk about their work many were able to do so. However, the majority of pupils' literacy, numeracy and ICT skills are insufficient to enable them to achieve well in other subjects.

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

Pupils' attitudes and behaviour are **good** overall and sometimes very good. There have been no exclusions. Their spiritual, moral, social and cultural development is **good** overall with moral development **very good**. Attendance is **well below** the national average.

### **Main strengths and weaknesses**

- Pupils' good attitudes to learning and good behaviour in the nursery and reception help them to achieve well.
- The school creates a caring environment where bullying is very unlikely to occur and has very effective procedures for dealing with any incidents should they arise.
- Relationships between pupils and pupils and staff are very good. This is the result of the caring ethos of the school and the very good example set by the staff.
- Personal and social development is very good in the nursery and reception.
- Pupils' moral development is very good because the school take very positive steps to ensure that pupils know right from wrong.
- Attendance is well below the national average because many pupils do not enjoy good health.

## Commentary

9. Since the previous inspection, relationships and moral development have improved and are now very good. Good attitudes and behaviour have been maintained.
10. In nursery and reception, children's attitudes to learning are good and sometimes very good. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and set appropriately challenging tasks that ensure that all abilities have the opportunity to achieve. By the time they leave reception, the majority will reach the required standards for children of this age, and the very few higher-achieving children will exceed expectations.
11. Standards of behaviour are good in the classroom and around the school, including in the playground where pupils play harmoniously together. All pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by the staff. No signs of aggressive behaviour were seen and the school's documentation indicates that incidents of unpleasantness very rarely occur.
12. Relationships between pupils and with staff are very good. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good examples.
13. From the day they start school children are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. In the nursery these include finding their own name on arrival and participating in the 'tidy-up' activities at the end of the morning session. In reception, children get out the resources they need, tidy up after themselves including putting outdoor play equipment back in the right place.
14. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Codes of Conduct are displayed in classrooms around the school and in the playground and the rewards system leaves pupils in no doubt about the importance of good behaviour. The total integration of the pupils from the SEN Cluster into school life makes pupils aware of the needs of others and respect for their feelings.
15. The school has good procedures for promoting regular attendance but, despite these, attendance is well below the national average. This is because many pupils have health problems and, as a consequence, are frequently absent. However, punctuality is good and few pupils are late.

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

Authorised absence		Unauthorised absence	
School data	7.4	School data	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.*

16. Pupils within the SEN Cluster display good and sometimes very good attitudes and behave very well. Teachers and learning support assistants (LSAs) have high but realistic expectations of behaviour for these pupils and show enormous patience and understanding when an individual is not coping. Pupils' self-esteem is nurtured very well, relationships are very good and they feel safe and cared for. Very good relationships elsewhere in the school contribute to the self-esteem and achievement of pupils with SEN and those with EAL.

17. The school places a high emphasis on the pupils' spiritual, moral, social and cultural development. The good provision, overall, underpins much of the life and work of the school. Pupils have a good sense of right and wrong and understand the need for rules. Pupils show a good awareness of different cultures and this has been maintained since the previous inspection. There are displays around the school that act as permanent reminders of the diversity that exists in our society today. Pupils appreciate there are others a lot worse off than they are and regularly raise money to support charities both locally and nationally.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a **satisfactory** standard of education. The curriculum is broad and balanced. Due to the effective leadership of the headteacher, the recent focus on basic skills of literacy and numeracy is appropriate, with all staff sharing her vision for providing the pupils in their care with the best education they can offer. Teaching in Year 1 and 2 is satisfactory overall and includes some strengths and weaknesses, principally in a lack of challenge for the few higher-attaining pupils. Teachers meet the needs of pupils for whom English is not the language of home and ethnic minority pupils. Teaching for the younger children is good with some significant strengths and this is reflected in the quality of pupils' learning.

### Teaching and learning

The quality of teaching is **satisfactory** overall with clear strengths in the nursery and reception. Teaching and learning in Years 1 and 2 is satisfactory, ranging from unsatisfactory to good. Consequently, pupils do not maintain their early good progress. Almost without exception pupils' learning reflects the quality of teaching and its quality has been maintained since the last inspection.

### Main strengths and weaknesses

- The quality of teaching and learning for the youngest children is good with very good features.
- All teachers' lesson planning is detailed and clearly identifies what is to be learned.
- There is some good quality day-to-day assessment of pupils' knowledge and understanding.
- In a few lessons, expectations are too low and pupils are not challenged enough.
- There are some weaknesses in classroom management skills.
- The quality of teachers' marking varies.
- Checking of pupils' progress is at an early stage of development.

### Commentary

#### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	9	9	1	0	0

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

18. There are some considerable strengths in the teaching of some classes. However, it is inconsistent in the infant classes and results in pupils making variable progress. This has a negative effect on the achievement of some pupils by the time they leave the school. The quality of teaching in literacy and numeracy is satisfactory overall. In most lessons, there is good use of LSAs who contribute well to the achievement of many pupils because of the amount of good quality support offered in small groups.
19. Teaching in both the nursery and reception is consistently good and is a factor that aids high quality learning for these children. Teachers also provide a good range of interesting and challenging tasks that help children to take the next steps in learning. For example, in one session observed, the children's physical and social skills were developed effectively by a

variety of activities in the well-developed outside activity area. In a more focused session in reception, effective teaching used games and then a story to develop the children's knowledge of letter sounds. Whatever the activities, adults provide positive support for learning, gently guiding children or questioning them to extend their thinking. The school has successfully developed the curriculum and teaching for these young children to address fully the areas of learning recommended for this age group. As a result, children's achievements have improved since the previous inspection.

20. Strengths in teaching in the good lessons throughout the school are in the quality of relationships, and good questioning which encourages pupils to give reasoned answers. LSAs make a good contribution to teaching and support especially for pupils with SEN. There is good liaison between them and class teachers and regular informal discussions keep both aware of what work has been accomplished on a daily basis. Good note keeping by LSAs and teachers, forms an ongoing record of progress for each pupil.
21. In the lessons where teaching is good or very good, the teachers have very good relationships with the children and are very caring and supportive. Hence, many pupils feel secure in school and most are eager to please, to work hard and to do their best. The pace of these lessons ensures that time is not wasted and the activities offered to pupils are interesting. Teachers' lesson planning is of good quality and makes clear what pupils are to do and how successful they have been. Pupils' successes are celebrated and this has a positive effect on their learning and achievement.
22. In the lessons that were unsatisfactory, or in satisfactory lessons where there were weaknesses, it was often the pace and structure of the lesson that did not support pupils' learning effectively. There were a variety of reasons for this; often the introductory part of the lesson lasted too long, which resulted in pupils' becoming restless and inattentive. This was mainly due to interruptions by a minority of pupils, resulting in the teacher having to interrupt the flow of the lesson. Consequently, the pace of the lesson slowed, pupils became bored and their behaviour and enthusiasm for learning deteriorated. In a few cases, the whole-class part of the lesson, pitched to meet the needs of all the pupils, did not challenge sufficiently the few higher-attaining pupils. These pupils were not encouraged to make an early start on their independent activities, which would have provided a greater challenge.
23. The quality of teaching in the SEN Cluster is good with very good aspects. Teachers work collaboratively with teachers from nursery and reception and plan in great detail so that teachers and LSAs are clear about their intentions for lessons. All staff who work within the Cluster are very familiar with the needs of all pupils and are therefore able to monitor closely the progress that individuals make. There are very good systems for ensuring that adults who work occasionally in the Cluster are very aware of these pupils' needs. Assessment of all aspects of pupils' progress is very good and the information is used to present pupils with appropriate challenges. In the main part of the school, the quality of teaching and assessment of pupils with SEN is good but less consistent. There are examples of good checking of progress within pupils' IEPs so that pupils make good progress towards their targets but the best practice is not evident in all classrooms. Pupils with SEN and those learning English as an additional language (EAL) benefit from the good support of the well-trained LSAs. The systems within the school for identifying pupils with SEN are good and this helps to ensure that they get the support they need.
24. During the past year the school has improved the assessment of pupils' attainment and the checking of their progress, but the new systems have not been in place long enough to have any noticeable effect on the standards that pupils attain. At the whole school level there are good procedures that help the school to check the progress of individual pupils. For example, by looking at pupils' results in national tests and internal assessments, they now have the information needed to predict the standard they should reach by the time they leave the school. However, this tracking information is in the very early stages and has yet to become effective in enabling teachers to highlight pupils who may not be making as much progress as possible.

At classroom level, assessment procedures are less secure in the lessons where teaching is unsatisfactory. Teachers mark pupils' work, but the quality of this varies. In some classes, marking includes teachers assessing the standard reached, commenting about the effort the pupil has shown, and indicating how they can do better. When this is done it is of good quality and has a positive effect on pupils' achievement. In other instances, ticks are the norm and, on a few occasions, work was not marked at all. Where work is not well matched to pupils' existing attainment, it is because information from assessment has not been used effectively to ensure that all pupils are given tasks appropriate to their ability. The various types of target setting used by teachers have yet to become a tried and tested part of the school's assessment strategies.

## The curriculum

The breadth and balance of the curriculum are **satisfactory**. There is a **satisfactory** range of enrichment activities to extend pupils' learning beyond the classroom. Both accommodation and the learning environment are **good**.

## Main strengths and weaknesses

- There is very good provision for pupils in the SEN Cluster.
- The provision for the youngest children is very good.
- The quantity and quality of accommodation and resources are good.
- Strong emphasis on planning ensures the curriculum is broad and balanced.
- A policy for promoting the development of gifted and talented pupils has yet to be fully implemented.

## Commentary

25. The curriculum provides a broad and balanced range of worthwhile curricular opportunities. All legal requirements are met, including the provision for RE and collective worship. It caters for the needs of all groups of pupils regardless of gender or ethnicity. However, a policy for promoting the development of gifted and talented pupils has yet to be fully implemented to ensure that their particular needs are met and that they are appropriately challenged. The balance of the curriculum has improved since the previous inspection and includes a wide range of relevant topics that are planned to build pupils' skills and knowledge as they move through the school.
26. The school provides for the interests, aptitudes and needs of pupils and ensures progression in learning. The curriculum for children in the nursery and reception covers all the recommended areas of learning to ensure that children achieve as well as possible. For pupils in Years 1 and 2, the curriculum is based on the National Literacy and Numeracy strategies which have been implemented effectively, plus the subjects included in the National Curriculum.
27. The curriculum for pupils with SEN is good overall, although in the Cluster it is very good. There, the ten pupils in this classroom, who range from five to seven years of age, are well supported according to their IEPs. Specific targets are regularly reviewed. There are a further five pupils with statements of SEN in the mainstream classes who are supported effectively because staff are aware of their needs and the learning targets on their IEPs. Additionally, there are a further 17 pupils with SEN who are not in receipt of a statement. Within the SEN Cluster there is very good support from both speech and language therapists and occupational therapists. These pupils receive special music therapy sessions and occasional horse-riding. They also attend a soft play area once per fortnight. There are a number of adults to support the learning of pupils within the SEN Cluster. Many of these are very experienced and understand the challenges that the pupils encounter. Provision within the main part of the school is enhanced by a number of programmes that the school runs to meet the needs of

individuals. However there are examples of tasks within the classrooms not always being well matched or modified for pupils with SEN.

28. The school places a high priority on pupils' personal development and social learning and the teaching of personal, social and health education (PSHE) is an integral part of the life of the school. Consequently, pupils are confident to express their feelings in a trusting and secure environment. This good provision includes sex, and relationships, alcohol and drugs misuse is dealt with mainly in PSHE lessons. There are policies to deal with these issues as they arise. PSHE planning includes, for example, confidence and responsibility issues, developing healthier lifestyles and respecting differences between people. These issues are dealt with in a time when pupils sit together and discuss matters of social and personal development and in assemblies and make a good contribution to pupils' personal and social development.
29. The curriculum prepares pupils effectively for subsequent stages of education. Friendship letters are sent by individuals in their new schools and they meet these 'friends' when they start. They are told what to expect when they join the new school and projects may be completed by both schools and exchanged. The school provides some experience in pupils taking responsibility, such as taking turns in being the class leader, returning registers to the office and being table monitors at lunchtime.
30. Recent developments to the curriculum within the last two years include a programme to increase language ability; a new mathematics scheme; Reading Recovery and a commercially produced scheme for teaching the sounds of letters, all of which are effective in increasing the range and appropriateness of the curriculum. Increasing links with other subjects is planned to facilitate a smoother transition from the reception curriculum to the requirements of the National Curriculum. Many pupils gain from the first-hand experience of visitors to school and this is effective in widening their knowledge and understanding of the wider community in which they live.
31. Provision of opportunities for enrichment of the curriculum outside the school day is satisfactory. A games club, where pupils play team games, and a football club are run by parents for 25 boys and girls. These are popular and there is a waiting list to participate. The Parent-Teacher Association (PTA) organise many extra-curricular social events such as Red Nose day and a Pirate Treasure Hunt.
32. The quantity and quality of resources and the quality of accommodation are good and contribute well to the range of activities offered to all pupils. The school provides a spacious and bright learning environment for pupils to be taught effectively. The number of teaching staff throughout the school is sufficient and there are a generous number of trained LSAs to meet the needs of the curriculum. Resources throughout the school are good and are very good in the nursery and reception.

### Care, guidance and support

The school makes **very good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **good** support and guidance overall and is in the very early stages of involving pupils in the work of the school and its development.

### Main strengths and weaknesses

- Since the previous inspection the care of pupils has improved and is now very good.
- The good care given to pupils ensures that they feel secure and work in a healthy and safe environment.
- The very good support, advice and guidance given to pupils on their personal development helps them to become mature and responsible.
- Seeking to involve pupils in the work of the school is at a very early stage.

## Commentary

33. Health and safety procedures are very good and ensure that pupils work in a safe environment. Pupils' healthy and safe living is well promoted through the PSHE programme that is enhanced by talks by the Fire Service for example. First-aid provision is very good due to the considerable expertise amongst the staff and many are trained to deal with pupils' specific medical needs. Procedures for pupils' medical care are clearly and carefully documented to ensure that all staff, including supply staff, are fully aware of them.
34. Child protection procedures are very good. The headteacher and another member of staff are suitably trained and disseminate information to other staff at staff meetings. All staff have a copy of the child protection policy and are fully aware of the procedures and their importance. There is a very good relationship with other agencies and the school is regularly used for meetings.
35. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support, advice and guidance based on their checking of their achievements and personal development. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have knowing that they will be dealt with sympathetically. Pupils clearly have a trusting relationship with adults in the school and this is confirmed by their responses to the pupils' questionnaire. The care and guidance provided for pupils within the SEN Cluster are also very good.
36. Induction arrangements are very good and ensure that children settle happily into the nursery and reception. These include home visits for children joining the nursery and for children entering reception who have not been in the nursery. The parent and toddler group, which meets twice weekly in the school, ensures that parents and children are familiar with the school's surroundings. Parents of children starting in reception receive a very detailed welcome pack and parents are unanimous in confirming that they are very satisfied with the settling in arrangements.
37. The school plans to set up a school council at the start of the next academic year. As a first step, pupils, with the help of their parents, have completed a questionnaire on what they like about the school and what they would like to improve.

## Partnership with parents, other schools and the community

The partnership with parents has improved considerably since the last inspection, is now **very good** and is a significant strength of the school. There are **good** links with the community and other schools.

## Main strengths and weaknesses

- Parents are very well informed about the school and their children's standards and progress.
- The good contribution that parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The school makes very positive efforts to integrate parents and has achieved a 'Partnership with Parents' award.
- The good links with the community helps to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily on to their next stage of education.

## Commentary

38. Parents are very well informed about the school through the prospectus, regular user-friendly newsletters and frequent other correspondence. They are also well informed about the



curriculum through termly topic information displays. Information about children's progress is good. Progress is discussed at termly consultation evenings and pupils' annual reports give a clear indication of what they can do. Parents are also welcome to discuss concerns at any time.

39. Parents of pupils with SEN are consulted three times per year when their child's IEP is reviewed but they are very welcome to have informal contact in between these times. A coffee morning is held once per month to enhance and facilitate good communication between parents and school staff.
40. Parents make a good contribution to their children's learning by providing some much valued help in the classroom and good support on educational visits. They also help in many other ways including helping to run the games club, helping with the gardens and the installation of playground equipment. Virtually all parents support their children with their homework and there is very good attendance at all school events. In addition, the PTA raises substantial funds for the school.
41. Parents enjoy the opportunity to pop in for a coffee in the afternoon before collecting their children. They also appreciate the school reception area being opened up to accommodate parents with pushchairs. The school also provides lessons for parents and friends who are at an early stage of speaking English. This makes a very positive contribution to school life and that of these parents. A parenting skills course is due to commence shortly. Coffee mornings for parents of children with special needs are held regularly.
42. Parents' views are sought through an annual questionnaire and acted upon, for example the provision of outdoor play equipment. Also informal feedback is obtained at school events, through parent governors and the PTA.
43. There are good links with local churches that include assemblies being led regularly by ministers and the churches being used as an educational resource, including holding Harvest Festival in one of them. Very good use is made of the school by the community including a parent-toddler group who meet twice weekly, keep fit classes, local band practices and private use for parties.
44. The good links with the local junior schools include attending their productions and sports day. The transfer arrangements to the local junior and primary schools include visits by Year 3 staff and Year 6 pupils, which together with induction days enable pupils to transfer happily to their new school. Secondary school pupils and college students gain relevant experience at the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is **good** and is well supported by the effective leadership of other key members of staff. The governance of the school is **good** and all legal requirements are fully met. The management of the school is **satisfactory**.

### **Main strengths and weaknesses**

- The leadership of the headteacher and key staff are good.
- All staff effectively support the drive for improvement.
- Leadership and management of the SEN Cluster are very good.
- The governing body gives strong support to the school.
- The leadership of some subjects is at an early stage of development.
- The school's finances are managed effectively.
- The day-to-day management of the headteacher's time is not always effective.
- The tracking of pupils' progress is in the early stages of development.

## Commentary

45. The enthusiastic headteacher took over the school after a very unsettled period, during which the school's results had slumped, and there was a wide range of difficulties. Since her arrival, there has been a dramatic upturn in the school's development, particularly links with, and support from, parents, pupils' attitudes to school and their behaviour. These were her priorities when she was appointed as relationships were at an all time low. In this she has been most successful and these aspects of the school's work are a considerable strength. The quality of education provided has improved although it is too soon for this to have a significant effect on standards, which are still well below average although pupils' achievement is satisfactory. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work.
46. All staff share with the headteacher a common purpose, are supportive, and are clear about their roles and responsibilities. They are developing well and have been successful in establishing a productive climate for learning and promoting equality of opportunity throughout the school. They have set a strong base from which the school can develop further and these strengths are particular aids to raising achievement. Subject managers, who bear a heavy weight of responsibilities because the school is small, have developed their role of checking and evaluating their subjects effectively. The school has clear aims that promote the development of individual pupils. Although there are good procedures for assessing pupils' attainment and progress, effective systems to track pupils' progress through the school to enable them to set challenging targets are not securely in place. Therefore, the school cannot be sure that all pupils make enough progress. This is a barrier to raising the achievement of all pupils.
47. There are good arrangements for the personal development of staff, contributing both to the development of their careers and to the needs of the school. There are good arrangements to link training to performance management. There is a regular cycle of lesson observations, outcomes are reported back to staff and subject managers report to the governing body. There is a suitable method of induction to support all teachers either new to teaching or to the school. These arrangements contribute well to the strong sense of teamwork among staff. The school has some skilled teachers although their skills are not promoted sufficiently to raise further the quality of teaching across the school by using them as an example for other teachers.
48. Leadership and management of the SEN Cluster are very good and co-ordination of this area of the school's work is good overall. The headteacher works closely with the SEN co-ordinator (SENCO) to ensure that pupils' needs are kept regularly under review and every effort is made to ensure that pupils who would benefit from the provision within the Cluster are allocated a place. The SENCO has very good systems operating within the Cluster and her commitment and high aspirations contribute to the overall effectiveness of the team. She holds regular meetings with the senior LSA who then disseminates the information to the rest of the team. Additionally, the SENCO holds regular meetings with the named governor for SEN, who is an experienced member of the governing body. They make a strong team. The SENCO has extended some of this very good practice to the main part of the school but some inconsistencies have not yet been dealt with.
49. The management of the school, although satisfactory, is not as effective as the leadership. One of the reasons for this is that the headteacher is too involved in daily issues that could be delegated to other staff. Additionally, there is a tendency for there to be many initiatives at any one time and, as a result, not all new systems and procedures are securely embedded in the school's work before another is introduced. The school development plan (SDP) reflects the challenges faced by the school and sets out appropriate priorities. It is a very ambitious document for improving the work of the school. However, the governors do not always have enough input into the drawing-up of this document to ensure that it is easily manageable while

remaining focused on priorities. There is, on occasions, a tendency for good intentions to fall by the wayside and not be effectively followed through. Additionally, there are no effective links to financial implications included on the plan so it is difficult to see whether the school can afford these planned developments.

50. The governors share the headteacher's desire to improve standards throughout the school. They are developing effectively, building fruitful relationships with the leadership of the school and there are good methods of communication. Governors have an efficient system of committees enabling them to understand the performance of the school and to have an effect on its development. There is an effective timetable of visits to the school to ensure that governors have a secure understanding of its work. There are effective systems in place for the headteacher to report to the governors on the progress of developments on the SDP. However, as they have not been closely involved in putting together the plan it is difficult to see how they monitor it effectively. Therefore it is not clear how effectively they challenge the school and how involved they are in the school's self-evaluation.
51. Finances are managed effectively and all documentation is maintained to a high standard. The school always seeks best value in its spending. Governors are kept well informed, enabling them to ensure that finances are kept in good order. Whilst the expenditure per pupil is well above average, a high proportion of this is used well to support the needs of pupils with statements of SEN. The school is currently providing satisfactory, and improving, value for money.

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

Income and expenditure (£)	
Total income	475, 711
Total expenditure	480, 844
Expenditure per pupil	3, 909

Balances (£)	
Balance from previous year	34, 051
Balance carried forward to the next	28, 918

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

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

52. Teaching and learning in the nursery and reception are consistently good and as a result, children are achieving very well in their personal, social and emotional development and achievement is good in all other areas of learning. There is very good teamwork between all adults and this ensures effective support for children's learning. Lesson planning is detailed and provides effective learning opportunities for a range of prior attainment. Good assessment practices mean that all adults keep detailed records of children's development in each area of learning that provide secure information for the next steps. The smaller steps for learning outlined in the curriculum guidance for this age range are highlighted in the day-to-day lesson planning which enables adults to record progress against them throughout the year. The leadership and management are very good and ensure that these young children are given a very good start to their education.

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

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

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

- Children behave well, relate well to one another and concentrate on the work they are given to do.
- There is a range of good opportunities for independent learning.

#### **Commentary**

53. The well-established procedures for settling children into school and the very good relationships means that the children very quickly become used to school and the routines they have to follow. Behaviour is good because this aspect of their development is continually promoted and expectations are high. Children relate well to one another and work and play happily together with no evidence of any unkindness. They choose their own activities confidently and concentrate for an appropriate amount of time. Children develop a good sense of what they have learned because the teachers share the purpose of each lesson with them. By the time they leave reception, the majority will reach the required standards for children of this age, and the very few higher-achieving children will exceed expectations as a result of the very good teaching they receive.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children have good opportunities to develop their literacy skills and some follow instructions well.
- Children show interest in books, handle them with respect and parents have good opportunities to share books with their children.

#### **Commentary**

54. The adults in both the nursery and reception have high expectations of the children's ability to achieve well in their learning and this is reflected in the provision for communication, language and literacy. A few children write their name clearly although the fine skills needed for effective pencil control are below average. Lower-attaining children show some confusion in the

formation of letters, but this is addressed well by the adults to ensure that they have a clear understanding. However, most children recognise their names when written on a card with a few children identifying their name by the initial letter. The classroom is stimulating so that children have access to good quality displays that support learning in recognising, for example, the sounds that letters make.

55. Children's listening skills are being developed well. Most listen well to stories and a few pay careful attention to detail. As a result, some answer questions about what happened in a story and many are achieving well. When small groups of children work with an adult, they engage in conversations that develop their vocabulary and give them an opportunity to express their likes and dislikes and to talk about their experiences. Many children explain what they are doing and are confident in communicating with one another. There are good opportunities for them to engage in independent activities, where their own choice and imagination dictate the focus, and this ensures that they achieve well. Most children, because of their low starting points, will not reach nationally expected goals for this age group.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and the teachers have high expectations for children's learning.
- There is good use of opportunities to reinforce children's learning.

### **Commentary**

56. Children achieve well in mathematics, due to the good teaching that they receive. Their skills in this area are often used as an integral part of activities inside and outside the classroom. Adults make good use of incidental opportunities to reinforce learning in mathematics, such as encouraging the children to count the number of mini-beasts they can see and to recognise the numbers in written form. Many children can count to five and a few are familiar with larger numbers up to 20 in their everyday lives. Children learn to sort equipment according to criteria, such as colour, and begin to explore concepts of capacity and measures when they use sand and water to fill containers of various sizes. They are familiar with rhymes that reinforce their knowledge and understanding of number. Most children are unlikely to reach the expected standards for their age by the end of the reception year. However, a few can already count beyond ten and others are making good progress in counting. Planning for mathematical development shows that the teachers' expectations are high and the range of activities closely reflects national guidance for these children.

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

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

### **Main strengths and weaknesses**

- Good questioning skills develop children's knowledge and understanding.
- Well-planned activities extend children's knowledge of the world around them.

### **Commentary**

57. The quality of teaching is good and all adults use effective questioning skills to develop children's knowledge and understanding and to ensure that they achieve well. Most children show curiosity about their surroundings and need little encouragement to explore, investigate and ask questions. The curriculum offers them a wide range of experiences to expand their

knowledge of the world around them and will enable some to reach the expected standards for children of this age by the end of the reception year. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of their work and children are encouraged to be observant and describe what they see. Some are confident users of computers. For example, they operate a mouse successfully when choosing the colours for their pictures and they also, with support, successfully print out the patterns they create using a paint program.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There is good development of children's physical skills, such as body control and co-ordination.
- There are good links with mathematical development.

### **Commentary**

58. Children learn to use a wide range of tools correctly. They use scissors safely and hold pens and pencils correctly. Staff work with small groups of children in order to make sure that these skills are developed appropriately. There are good opportunities for the children to use a variety of large equipment. The outside play area is imaginative and used well. There is an appropriate number of wheeled toys and large climbing apparatus that make a good contribution to children's developing skills. Lesson planning supports a good range of activities that promote the larger-scale movements of the children who move with improved confidence in the reception class and make good use of the available space. Children have a growing awareness of how to move over, under and through large apparatus, making a good contribution to their mathematical development. Some children are likely to reach, although very few will exceed, the expected standards for their age by the end of the reception year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There are many planned opportunities for a wide range of activities.
- Teaching and learning are good.

### **Commentary**

59. There are many opportunities for the children to experience a wide range of creative activities and as a result some children are likely to reach the expected standards for their age by the end of the reception year. Through well-planned role-play activities in the 'Creepy Crawly Café' the children act out their own stories and experiences. The adults provide good opportunities for the children to experiment with paint, and many mix paints confidently. The children sing enthusiastically and with enjoyment.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards for pupils at the end of Year 2 are well below average in reading and writing.
- Pupils with SEN achieve well.
- LSAs make a good contribution to pupils' learning.
- Pupils are given too few opportunities to develop independent writing.
- The management of individual reading does not aid achievement.
- Work is not always matched well enough to the abilities of the higher-attaining pupils and this has a limiting effect on their overall achievement.
- A number of improvements have been implemented to improve pupils' speaking skills and their knowledge of letter sounds.

#### Commentary

60. About two thirds of pupils in Year 2 attain standards typical for their age. However one third of pupils in Year 2 have SEN and whilst these pupils achieve well they do not reach the standards expected for their age so that overall standards for the year group are well below average. The good progress shown by pupils with SEN is partly due to the committed support they receive from the support staff and the good systems operating in the school for ensuring that these pupils are identified and extra support given. Pupils at the early stage of acquiring EAL make satisfactory progress.
61. Overall the achievement of pupils is satisfactory but standards are not as high as at the time of the last inspection. Teachers' planning is very detailed but does not always ensure that work is matched to the abilities of the higher-attaining pupils and this has a limiting effect on overall achievement. Whilst the quality of teaching is satisfactory overall it is clear from examining pupils' books, that systems for organising, marking and assessing pupils' work are not consistently good.
62. A significant inconsistency is the management and monitoring of pupils' independent reading. Parents show good support for their children by hearing them read regularly. However the systems in school do not always ensure that adults in school are taking an interest in pupils' individual reading and making sure that they choose books of different types.
63. The subject leader is very committed and has high aspirations for the pupils and therefore provides a good example for other staff and pupils. Leadership of the subject is satisfactory overall but has not yet resulted in consistent good practice throughout the school. There is for example no clear plan for developing independent writing and whilst there is an awareness of the crucial need to use drama and role-play to stimulate pupils' creative ideas for writing this aspect of learning is underdeveloped.
64. However there has been considerable effort to improve pupils' knowledge of letter sounds through the introduction of a commercially produced scheme for teaching the sounds of letters. The subject leader has recognised that developing pupils' ideas through speaking and listening is an essential part of their learning and has put in place programmes to meet this need. Improvement from the time of the previous inspection is therefore satisfactory.

## **Literacy across the curriculum**

65. There are good examples of pupils writing about topics in history and science. However the lack of basic skills in reading and writing creates problems in lessons because pupils have difficulty accessing knowledge in and recording their ideas. There are satisfactory links with ICT, for example, when pupils word-process their work.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are well below average at the end of Year 2.
- The National Numeracy Strategy has been appropriately implemented.
- The procedures for tracking and checking pupils' progress are relatively new.
- There is insufficient challenge for the few higher-attaining pupils.
- ICT is not an integral part of teachers' lesson planning.

### **Commentary**

66. The problems the school has experienced over the past few years, the high mobility of pupils and the above average proportion of pupils with SEN have presented the school with some significant challenges. Children enter the school with low prior attainment and, although they achieve satisfactorily, standards are well below average by the time they leave the school at the end of Year 2. Pupils with SEN achieve well in relation to their prior attainment. Those at the early stage of acquiring EAL make satisfactory progress. The relatively recent innovations in assessment and the tracking of progress are providing the school with the information they need to move pupils' learning forward but will take more time to affect standards substantially.
67. The National Numeracy Strategy is suitably taught, and is already having a positive effect on pupils' number work, particularly in mental calculations. In the majority of lessons, teacher's strengths are demonstrated by good subject knowledge and use of mathematical language that encourage pupils to use terms, such as 'odd' and 'even' and to recognise number bonds to ten. Because of pupils' below average writing skills, the recording of this work slowed the pace of the lesson. In Year 2, pupils successfully revised their knowledge and understanding of odd and even numbers. They also successfully recognised right angles within the classroom. Good quality lesson planning includes clear learning intentions, which are shared with pupils. Teachers' expectations of pupils' responses, concentration and behaviour are good and, as a result, behaviour and attitudes to learning are positive. In many lessons, the final session of each lesson is used to enable pupils to explain what they have achieved in the lesson, to share results and explain their methods of working out the answers. This is not always as effective as it could be because it is inconsistent and, consequently, pupils do not always have a clear understanding of what they have learned. Although the teachers plan activities for different ability groups, this is not always effective in ensuring that the learning needs of higher attaining pupils are met.
68. The strategy, together with the school's own plans for pupils' learning, is ensuring that the curriculum meets statutory requirements. Teaching is satisfactory overall although strengths in teaching include, clear lesson objectives made known to pupils at the start of the lesson; overall, good management and motivation of pupils; clear explanations and demonstrations; good use of correct mathematical vocabulary; good teacher and LSA support for less able pupils, enabling all to be fully included; very good relationships between adults and pupils and good teacher knowledge.



69. The effect of this teaching is that most pupils are keen to learn, and they respond well by trying hard with their work. In some lessons, even those deemed satisfactory, there are aspects that need improvement. They include, insufficient involvement of pupils at the start of the lesson; not enough challenge for the higher-attaining pupils; slow pace, with too much teacher talking and too little pupil involvement and activity; little planned use of ICT to support learning and on occasions not enough attention to the presentation of the work. Where these are evident, pupils do not work hard enough and do not make as much progress as they might.
70. The subject manager, who leads and manages the subject satisfactorily, only took responsibility for this area of the curriculum last September. Since then she has been absent from school due to ill-health and only resumed the responsibility full-time in April. There is an action plan for the development of the subject aimed at raising standards and there has been some support from the education authority's numeracy consultant. The teaching in all classes has been observed by the subject manager and there have been staff meetings to agree at what levels the pupils are working. The comparatively recently introduced system for tracking and checking pupils' progress is making teachers more aware of pupils' needs and is enabling them to set appropriate targets for improvement. Improvement since the last inspection is satisfactory.

### **Mathematics across the curriculum**

71. There are some links with other subjects, such as measuring in DT and science. The use of ICT is under-developed and is not used often enough to support the subject or for pupils to practise their skills. The subject makes a suitable contribution to pupils' oracy skills when they are asked to discuss answers with their partner.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils make satisfactory progress against their prior attainment.
- Attainment is below average.
- Links with other subjects add to pupils' understanding.
- Investigational skills are average but fair testing needs more development.
- Management is good.

### **Commentary**

72. Standards are below average by the end of Year 2. There is little extra challenge for higher achieving pupils. Pupils with SEN achieve well in relation to their prior attainment. Those at the early stage of acquiring EAL make satisfactory progress. Attainment and progress are not as good as they were at the time of the last inspection.
73. Examination of pupils' work and discussion with them shows that investigations are part of their science lessons. A Year1 lesson about forces, investigated pushes and pulls that can move things, change direction, stretch twist and change shape. Pupils predicted, measured and recorded their findings satisfactorily. They were more willing to test than record. After the experiment they discussed whether the test had been fair and how it could be improved. Pupils with SEN made a wormery. They were productively engaged in this and their observations and excitement when the worms appeared, challenged their language and their interaction with the adults.
74. Links between subjects make learning more relevant in both subjects and this is an improvement since the previous inspection. The literacy lesson which focused on mini-beasts in Year 1 used their skills of investigation when searching for the mini-beasts, collecting them

and looking at their finds under the digital microscope. Their recording of findings, the colour, shape, appearance and movement, enlivened their writing. Pupils' written work and in discussion showed that they know what predictions are but they were less sure what was meant by fair test.

75. The quality of teaching and learning is satisfactory overall and achievement is also satisfactory. Teachers have good subject knowledge and use this effectively to explain scientific principles in ways that pupils can understand. Pupils are less willing to write their findings and use the scientific language they learn. A possible reason for their reluctance is that they are required to write correctly and are not allowed to make mistakes and so are reluctant writers.
76. The management of the subject is good overall. In her supportive role, the subject manager deals with resources but has had little chance to track and check pupils' progress. The 'Investigation Train' is used effectively to show the process of setting up a fair test. Interest is generated by holding a science week each year for the whole school. Regular assessments are made of pupils' achievements although the planning of lessons is not always based on the knowledge gained from the assessment. All staff have had training in teaching science which has improved teacher competence and confidence and resources are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 are below those expected nationally.
- There has been good improvement to the resources since the time of the previous inspection.
- There is not enough emphasis on the best use of the time that is allocated for ICT.

### **Commentary**

77. Pupils' achievement in some aspects of ICT is good. Pupils in Year 2 have the knowledge and skills of word-processing and the use of some graphics programs that are broadly similar to those expected nationally. Pupils with SEN achieve well in relation to their prior attainment. Those at the early stage of acquiring EAL make satisfactory progress. However pupils' understanding of other aspects such as date-handling and controlling is underdeveloped so that overall standards attained by the end of Year 2 are not as high as they should be, although achievement overall is satisfactory.
78. Subject leadership is satisfactory overall and improvement since the time of the last inspection is satisfactory. Some improvements have been quite recent so that they have only just begun to have a positive effect upon achievement. Improvements in provision include:
- a teaching assistant specifically employed to support learning in ICT has very good technical knowledge which is being used to support both pupils and staff;
  - a new computer suite that is continually being developed has improved pupils access to computers;
  - a new scheme of work with supporting software is used to plan and assess learning for all aspects of ICT.
79. Overall, teaching and learning are satisfactory. It was only possible to observe one lesson during the inspection. However, evidence based on this one lesson, an examination of a small amount of pupils' previous work and discussion with the teaching assistant and subject manager indicates that standards are below those expected for pupils of this age. However all teachers have received basic training plus additional training organised by the subject leader which has improved teacher competence and confidence. However there are still some areas

of ICT in which staff expertise is underdeveloped so that teachers tend to be over reliant upon the ICT teaching assistant.

80. Pupils' progress through the scheme of work is partly inhibited by the difficulty that many have with reading. Instruction in the use of the computers is held up when pupils have difficulty reading the words on the screen. However another significant factor affecting achievement is that too much time is being spent on some aspects so that pupils are having too little experience practising a broad range of skills in other areas.

### **ICT across the curriculum**

81. Lessons in word processing are linked to the work in literacy lessons. Pupils use the computers to find out things related to class topics by using the Internet. However the school is not using regularly the many possibilities offered by the use of ICT to enrich pupils' learning. One very good example of the potential of using ICT was observed during the inspection when pupils were enthralled in a science lesson to see magnified versions of the 'mini-beasts' they had collected projected onto a screen.

## **HUMANITIES**

### **RELIGIOUS EDUCATION (RE)**

Provision in religious education is **satisfactory**.

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

- RE does not make enough contribution to pupils' literacy skills.
- Pupils' positive attitude to the subject has been maintained since the previous inspection.
- Resources are satisfactory.

#### **Commentary**

82. It was only possible to observe one lesson in RE. However, evidence based on this one lesson, an examination of a very small amount of pupils' previous work and discussion with the subject manager indicates that standards are below those expected for pupils of this age. The programme of work follows the requirements of the locally agreed syllabus. New in 2003, the Surrey agreed syllabus is organised into a two-year cycle and includes Judaism, Islam as well as Christianity. In the lesson seen on the theme 'How should Christians live?' pupils handled with care and enjoyment, objects of religious significance that are important to Christians, for example bibles, crosses and crucifixes. Pupils in the SEN Cluster thought about the creation and, linked with their theme of 'Minibeasts', talked enthusiastically about what makes their world wonderful.
83. As at the time of the previous inspection, pupils continue to visit local places of worship. Muslim parents visit school when appropriate, to show pupils how to draw henna patterns on their hands and to bring in special food.
84. From observations of written work, the subject's contribution to pupils' developing literacy skills is not sufficiently developed because the main record of pupils' learning is in the use of worksheets which require little input from pupils. Teaching and learning is satisfactory, the subject is taught regularly and is adequately led and managed by the subject leader who is available to support teachers when necessary. Resources for the subject are satisfactory.

## **GEOGRAPHY AND HISTORY**

85. No lessons were observed in **geography**. It is therefore not possible to make an overall judgement about provision or teaching and learning. An analysis of a small amount of work in pupils' books indicates that pupils make satisfactory progress but it is not possible to make any judgments about standards. The work seen in Year 2 on studying life on an imaginary island based on the real Isle of Struay is of satisfactory quality.
86. No lessons were observed in **history**. It is therefore not possible to make an overall judgement about provision. An analysis of work in pupils' books indicates that pupils make satisfactory progress. Because no lessons were observed, no judgements are made about teaching and learning or standards. However evidence of classroom displays, pupils books and school documentation shows that pupils are doing an appropriate amount of work in the subject. Nationally approved programmes of work are followed so that, for example, pupils in Year 2 learn about significant events in the past, such as the Fire of London.
87. There is a lack of clear tracking and checking of pupils' progress and evaluation by the subject manager for humanities. Although the subjects have been reviewed as part of the school's development there is no effective assessment or recording pupils' knowledge and understanding. Although this is a small school and a considerable amount of informal discussion takes place among the staff there is no clear view of the school's strengths and areas for development. Good use is made of visitors and visits to extend pupils' experiences and to enrich the curriculum.

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

88. Art and design, DT, music and PE were not inspected in depth. Scrutiny of planning, looking at examples of pupils' work and discussion with staff and pupils indicate that the curriculum covers what it should do and meets legal requirements. With all these areas of the curriculum there is satisfactory lesson planning based on nationally recommended programmes of work. Pupils are enthusiastic about these more practical elements of the curriculum.
89. No **art and design** lessons were seen and therefore no judgements can be made on provision or teaching and learning. However, there were some attractive displays in some classrooms and in sketchbooks, which indicate that pupils make satisfactory progress but it is not possible to make any judgments about standards. Pupils in Year 2 constructed a detailed model of the Fire of London. They also painted suitably Tropical Islands in the style of Paul Gauguin's painting. Pupils in Year 1 had successfully drawn leaves and had also used the computer to create a pictogram.
90. Only one lesson was observed in **DT** and that was satisfactory. The teacher used previous work that pupils had completed following a walk to look at historic houses. Pupils designed and made models of these houses and, in the lesson observed, evaluated their work by identifying two design features which they would change to make their models better, for example, patterns on the outside. Pupils, by the end of Year 2, make satisfactory progress although no judgement can be made on standards.
91. Two lessons were observed in **music**. In one excellent lesson taught by a music therapy specialist teacher in the SEN Cluster, pupils were taken through rhythmic and pulse activities in Blues style. They moved and touched each other in very controlled ways. The instrumental activity gave individuals the choice of tempo and pitch. These pupils achieved very well. In a further lesson in Year 2 pupils played a range of instruments and could direct each other to stop or to play, using hand movements. They played a wide range of percussion instruments and were seen, as at the time of the previous inspection, to enjoy taking part in musical activities. Photographic evidence showed visiting musicians in school, increasing the children's experience and enjoyment of the subject. They sing with enthusiasm in assembly.
92. It was possible to observe only one **PE** lesson during the period of the inspection; therefore it is not possible to make a judgement on teaching and learning overall.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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