

# INSPECTION REPORT

## **Buckland Infant and Nursery School**

Chessington, Surrey

LEA area: Kingston-upon-Thames

Unique reference number: 102563

Headteacher: Mrs C. Wansborough

Lead inspector: Mrs S. Vale

Dates of inspection: 9 -11 May 2005

Inspection number: 266524

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:	348
School address:	Buckland Road Chessington
Postcode:	KT9 1JE
Telephone number:	0208 397 3951
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Power
Date of previous inspection:	26/4/1999

## **CHARACTERISTICS OF THE SCHOOL**

Buckland Infant and Nursery school is situated in the Borough of Kingston-Upon-Thames. It is a school which has a fluctuating number of pupils on roll. Arrangements were made to accommodate the increased size of the school in September 2000. There are now 348 boys and girls on roll. There is a large nursery with 130 part time places. There are two specialist units for children with speech and language difficulties from across the borough. One accommodates fifteen children from Reception, Years 1 and 2. The other provides twenty part-time places for nursery aged children.

Most other pupils come from the immediate locality that consists of private and local authority housing, as well as private rented accommodation. One quarter of the pupils is eligible for free meals, which is about the same as in most schools. The number of pupils who speak English as an additional language is higher than usually found, although few are at the early stages of language acquisition. One quarter of the pupils has been identified as having special educational needs which is higher than is normal for a school of this size. A high number have statements of particular need. Attainment on entry is below what is expected for children of this age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Personal, social, and health development, music.
9007	Mr R. Salasnik	Lay inspector	
25787	Mr E. Morris	Team inspector	English, physical education.
23805	Mrs. M. Lygoe	Team inspector	Foundation Stage, science, history.
22704	Mr. G. Williams	Team inspector	Information and communication technology, art and design and design and technology.
32475	Mr. N. Butt	Team inspector	Mathematics, geography, religious education.
1224	Mr G. Todd	Team inspector	Language units.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Pupils achieve well as a result of good teaching. Very good leadership and good management means pupils from different backgrounds with a broad range of abilities are fully included in what the school has to offer. Pupils make a very good start to their nursery education. Very good provision for pupils in the speech and language units enables them to make very good progress in their language development. From a below average starting point pupils make good progress to reach average standards overall by Year 2, with well above average standards in art and design. The school provides good value for money.

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

- The headteacher and deputy headteacher provide a strong, clear education direction for the school which enhances pupils learning.
- The provision for pupils with special educational needs including those who attend the speech and language units is very good and allows them to make good progress in their language acquisition.
- Teaching overall is good. Very good teaching in the nursery, Year 2 and in the speech and language units enhances pupils learning significantly in these areas.
- The care and welfare of pupils are good.
- Low attendance rates of some pupils means their achievement is not as good as their classmates.
- The curriculum is very good and promotes good achievement. Teachers plan an interesting and stimulating curriculum for pupils to follow motivating them to want to learn. There is very good enrichment of the curriculum through extra curricular activities.
- Pupils' achievement in the speech and language units, I-CAN (Nursery) and Rainbow (Reception) is very good. A measure of the progress they make is the number of pupils who are successfully returned to their mainstream schools

Good progress made in addressing the key issues since the last inspection means standards have improved in information and communication technology. They are now similar to those found in schools nationally because pupils' progress is assessed well. The quality of the accommodation has improved significantly. The library has been refurbished to a high standard and book corners in classrooms promote pupils' interest in reading. A school museum has also been developed. These features are used well to support pupils' learning. Teaching and learning are better and the positive school ethos has been further developed. The school improvement plan now identifies longer term aims beyond one year. Assessment procedures in the foundation subjects are now in place enabling teachers to plan work to meet needs. Coordinators have opportunities to monitor standards and learning in their subjects.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	C	C	C	C
writing	D	C	C	C
mathematics	C	C	D	C

*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*

Pupils achieve **well** overall. The Year 2 test results for 2004 were line with the national average in reading and writing, but below in mathematics when compared to all schools nationally. Test results were average when compared to those found in schools with pupils from similar backgrounds.

Many children start school with attainments below those often found. They achieve well in the Foundation Stage making very good progress in the Nursery towards the standards expected by the end of the Reception year. They are likely to reach the early learning goals set nationally in personal, social and emotional development, knowledge and understanding of the world, mathematical, creative and physical development. They are unlikely to meet them in communication, language and literacy because they start with below average attainment. Pupils continue to achieve well in Years 1 and 2. Inspection evidence shows that speaking and listening are good and pupils use these skills well in other subjects. Standards in reading, writing, mathematics and information and communication technology in Year 2 now are typical of those found in most schools. Standards in all other subjects are as expected, except in art and design where they are very good. In religious education, pupils meet the requirements of the locally agreed syllabus. Provision for pupils with special educational needs and for pupils in the speech and language units is very good, while that for pupils with English as an additional language is good. They achieve equally as well as their peers.

Pupils' personal qualities are **good**. The pupils' good attitudes to learning, promoted by a positive school ethos means they behave well and do their best. The care and welfare of pupils are very good. Pupils' spiritual development is very good. Their moral, social and cultural development is good overall.

Despite the school's good efforts, attendance levels are below average because some parents do not ensure their children attend often enough. This hinders their achievement. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching is **good** overall. Very good quality teaching was seen in nursery, Year 2 and in the speech and language units. Teachers have good knowledge of their subject areas and provide a varied and imaginative curriculum. The best lessons observed were interesting and stimulating, ensuring that pupils' interest was captured and they were motivated to learn. Good assessment procedures support pupils' learning effectively. They identify areas which need further development so that teachers plan work carefully to support and extend pupils' learning. Support staff are used effectively to assist pupils' in their learning. They help them to stay on task and learn essential skills in order to achieve well. The curriculum is broad and gives pupils a very good opportunity to experience a wide range of activities. This promotes their enthusiasm and desire to find out more and learn. There are very good opportunities for enrichment and extra-curricular provision. The school's partnership with parents is very good. Links with the community and with other schools are good.

## **LEADERSHIP AND MANAGEMENT**

The school is led and managed **well**. The headteacher along with the deputy head teacher provides very good leadership and a clear vision for the development of the school. The daily management of the school is good. A number of extra help and support groups have been instigated in order to support pupils learning and development of social skills. These are starting to have a positive impact on pupils' development. While this extra provision is often of a good quality it is sometimes difficult for pupils to catch up, or to follow what is going on when they return to the classroom. The school analyses test results carefully in order to work out where improvements are needed and what targets to set. A good level of priority is given to the training and development of teachers and teaching assistants and this is closely linked to areas of development in the school improvement plan. The governors are knowledgeable of the strengths and the weaknesses of the school and support it well. They ensure that all statutory requirements are met.

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

The parents are very pleased with the education that their children receive. They are particularly pleased with the ethos of the school. The pupils also enjoy being at school and feel that the teachers help them, if they get stuck.

## **IMPROVEMENTS NEEDED**

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

- Raise attendance levels.
- Review the arrangements for support groups so that pupils do not miss key points of lessons.
- Review the quality and use of worksheets in mathematics and science so that pupils can record their work independently.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is good overall. Current standards are average in reading, writing and mathematics. Pupils who have special educational needs and those with English as an additional language achieve well.

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

- All pupils, no matter what their capabilities, achieve well.
- The innovative curriculum has invigorated provision in the foundation subjects.
- Standards are below average in communication, language and literacy in the Foundation Stage.
- Standards in art and design are well above average.
- Standards of handwriting and in speaking and listening are above average.
- An over-reliance on worksheets in mathematics and science imposes some constraints on the way pupils record their work independently.
- Some pupils withdrawn for additional support miss key parts of lessons. The management of how these groups and individuals move in and out of lessons in order to minimise disruption needs to be reviewed.
- Pupils with special educational needs and for those with English as an additional language achieve well.

#### **Commentary**

##### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	15.7 (15.6)	15.8 (15.7)
writing	14.5 (14.7)	14.6 (14.6)
mathematics	15.9 (16.1)	16.2 (16.3)

*There were 76 pupils in the year group. Figures in brackets are for the previous year*

1. Standards in Year 2 were average in reading and writing, but below average in mathematics. A slight dip in the average points' score was caused by a reduction in the number of pupils who reached the higher than expected Level 3 in mathematics and writing. Inspection evidence indicates that in this particular year group there were higher than normal numbers of pupils with special educational needs. The vast majority of pupils achieved well in relation to their abilities. School records show that nearly all pupils had progressed at a good rate during their time at the school. Where there was possible underachievement, for example in more able girls in mathematics, swift action was taken to address the issue.

2. Current standards show improvement, and are now average in reading, writing, mathematics and science. Records show that the proportion of pupils with English as an additional language has doubled over the past five years, and that range of special educational needs is becoming more acute. These changes are impacting results and the school has done well to sustain its average standards in recent years, especially through good teaching. The quality of provision for the range of pupils in the school is good so they achieve as well as they can, although they may not always reach the nationally expected levels. Dynamic and effective coordinators are bringing life to the curriculum, adapting it to the school's particular circumstances. The brightest pupils are effectively challenged in lessons and the school's efficient assessment systems highlight individuals who need more support. Pupils who have special educational needs and those with

English as an additional language achieve as well as other pupils. Achievement in personal, social and health education is good.

3. Children in the Foundation Stage achieve well. Levels of attainment vary on entry but are generally below the national average, especially in language skills. Most children are on track to meet the national goals expected of them by the end of the Reception year, except in communication, language and literacy. In this area of learning, despite making good progress, children do not fully reach their goals. Children are enthusiastic and keen to learn.

4. Standards in art and design are well above average and pupils achieve very well. This is because teachers have considerable expertise and enthusiasm, and the curriculum is imaginative and well taught. Standards of handwriting and presentation are above average. Handwriting is taught effectively and pupils have a neat style. Their speaking and listening skills are well developed, and they have many opportunities to voice opinions and make presentations, both in class and in assemblies and school productions. In mathematics and science investigative work is a strength, with pupils' abilities to use and apply what they have learnt developed well. In these two subjects there is an over-reliance on worksheets, which constrains pupils in how they set out their work.

5. Standards in information and communication technology are average and in religious education are in line with the expectations of the locally agreed syllabus

6. Much of the additional support and some of the enrichment offered to pupils involve withdrawal from the classroom in groups. This sometimes cuts across other learning needs, for example missing part of a physical education lesson or a key part of an introduction to a lesson. While this extra provision is often of a good quality it is sometimes difficult for pupils to catch up, or to follow what is going on when they return to the classroom.

7. Pupils with special educational needs and English as an additional language achieve well as they move through the school. This is because they receive very good support from qualified and skilled support staff and their class teachers who plan work for them at an appropriate level. Individual education plans are well written; the targets set are clear and measurable. These are regularly reviewed each term.

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

Pupils' attitudes to the school are good as is their behaviour. Pupils' spiritual awareness is very good and their moral, social and cultural developments are good. Attendance is unsatisfactory whilst punctuality is satisfactory.

### **Main strengths and weaknesses**

- The majority of pupils are confident, mature and willing to take responsibility.
- The school is good at encouraging pupils to learn.
- The school has high expectations for pupils' conduct.
- There are good relations amongst all pupils.
- Pupils are developing very good spiritual awareness.
- Attendance remains unsatisfactory.
- Pupils with emotional and behavioural difficulties are managed well.

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

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.5
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Commentary**

8. Attendance is unsatisfactory as it is below the national average. It has remained at around 93% for the past three years. There are signs of improvement because the most up to date information reflects an increase in the number of pupils attending school regularly. However, some pupils still do not attend often enough. Analysis of data shows that illnesses are a major reason for absence. The school uses a number of strategies to improve the situation such as, attendance certificates for those who do attend regularly. There has been increased support from the local authority with the Education Welfare Officer now visiting the school every few weeks. The school also contacts parents on the first day of an unreported absence.

9. Punctuality has shown an improvement. School figures show that the number of pupils coming late to school has fallen dramatically in each term of the current year. One reason for this resulted from the close liaison with the neighbouring junior school, where many of the pupils' elder siblings go. The junior school now starts 10 minutes earlier in the morning enabling parents to bring their younger children to the infant school on time.

10. The school creates a positive learning ethos and the pupils respond well to it. They participate in lessons, outings and extra-curricular activities, including the many clubs on offer with enthusiasm. Pupils take on responsibilities such as, class monitors returning the register to the school office and keeping their classroom tidy. There is a school council which has representatives from each class in Years 1 and 2. Year 2 pupils have all-school responsibilities such as, helping with the assemblies and ringing the bell in the playground, where they also act as mediators and befriend lonely pupils through the 'Kind Club'. As a nursery and infant school the level of responsibility given, especially to the Year 2 pupils, is possibly higher than they would have in a primary school. This helps with pupil maturity and they respond very well to the trust placed in them.

11. Relationships with each other and with adults are good. This was observed in lessons, around the school and at play. The good teaching of personal, social and emotional development in the foundation stage gives children a good beginning in their relationships with others. Pupils are very confident and happy to express their views on a range of subjects in a mature way. Overall behaviour is good, although pupils and parents reported that not all pupils behave well. There is notably poorer behaviour in the Reception classes where there are a number of children with special educational needs who have behavioural difficulties. The school is aware of this and has taken determined action to improve the situation. There have been no exclusions in recent years. Pupils with special educational needs who have emotional and behavioural difficulties are well managed in class and during breaks. They are helped by their teachers, support staff and midday supervisors to join in all the school's many planned activities. In lessons they are well supported and their behaviour is managed well. As a result, their learning and that of other pupils does not suffer.

12. Pupils' have a good sense of awe and wonder. For example, during a science lesson that involved a walk along the nature trail the pupils experienced the magic of the natural world, collecting small creatures and caring for them sensitively. In another lesson they were amazed by their teachers who dressed up and acted out the role of Victorian teachers. Spiritual development is promoted very well in assemblies where pupils compose their own prayers. Pupils' moral growth is developed by teachers talking with them about the consequences of their actions thereby encouraging them to make the right choices. Their social development is also good as is shown by the way in which they interact with each other during lessons and in the playground. Cultural

development is good with pupils being aware of their own and others cultural traditions through lessons, visits, the art and design curriculum and from learning about each others cultures.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Strengths include the good leadership and management of the school, supported by good teaching and staff deployment. This means that pupils achieve as well as they can in national tests. There is also good care and support for pupils. The broad and stimulating curriculum is enriched by a very good range of extra-curricular activities.

### Teaching and learning

Teaching and learning are good overall. In the nursery, Year 2 and the speech and language units teaching and learning are very good. Assessment procedures are good and used well to plan pupils' work.

### Main strengths and weaknesses

- Teachers in the very good lessons observed had high expectations of their pupils' ability and set challenging tasks.
- Teachers have good subject knowledge and use it well to plan stimulating lessons, which promote pupils' interest and motivation well.
- Assessment is good and used well to plan the next stage of pupils' learning.
- Support staff are well trained and deployed effectively to provide valuable assistance particularly for pupils with special educational needs and for those in the speech and language units.

### Commentary

#### *Summary of teaching observed during the inspection in 49 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	20 (41%)	18 (37%)	9 (18%)	0 (0%)	0	0

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

13. Teaching overall was judged as good at the time of the last inspection. This remains the case, but the percentage of very good teaching has increased. Teaching observed was consistently very good in nursery, Year 2 and in the speech and language unit. Some examples of very good teaching were seen in Reception, and Year 1. Scrutiny of work indicates that over time teaching is mostly good.

14. In the strongest teaching observed, teachers had very high expectations of their pupils. This was reflected in well-planned lessons where teachers used their good subject knowledge to challenge and motivate their pupils. Pupils, right from the very youngest in the school are aware of what is expected of them and respond appropriately. Positive attitudes to learning are established. The quality of learning is further enhanced through raising pupils' enjoyment in lessons.

15. The very good quality teaching seen is epitomised by;

- a clear understanding of how young children learn;
- the importance of providing an appropriate range of activities in each session to develop children's educational, physical and personal skills;
- a stimulating and interesting curriculum;
- lessons that are well matched to individual needs.
- a good working partnership amongst staff and pupils;

- strong emphasis on the development of pupils' speaking and listening skills;
- good support for pupils with special educational needs.

16. These factors enhanced learning for all pupils so that they achieved well in relation to their prior attainment.

17. Assessment is good overall. The school has developed effective systems to assess all pupils' progress regularly. Teachers, particularly in English and mathematics, are using the information effectively to inform future planning and teaching. The results of assessments are used well to inform staff about how their teaching and the overall curriculum may need to be adapted, as well as to identify which pupils have particular talents or require extra support. Marking is satisfactory and supports pupils by giving them clear guidance on what they need to do to improve.

18. Teachers use their good subject knowledge effectively to plan enjoyable activities and lessons, often using the interactive whiteboard. This promotes pupils' interest and motivates them well. Lessons are mostly conducted at a brisk pace. Much of the additional support and some of the enrichment offered to some pupils involves withdrawal from the classroom in groups. This sometimes cuts across other learning needs. While this extra provision is often of a good quality it is sometimes difficult for pupils to catch up, or to follow what is going on when they return to the classroom.

19. Teachers and their assistants give good support in class to those pupils who have special educational needs. Teachers use support staff very well and fully brief them about their role in each lesson. All support staff keep a record of the help they give and how well the pupils involved achieved. This useful information is later shared with the class teacher to help plan suitable work for the next lesson. Many assistants have been trained to support pupils in small group sessions in such areas as phonics or speech and language. They are very effective in this role and help the pupils achieve well.

20. Teaching for those pupils learning English as an additional language is good enabling them to make good progress and to have full access to the curriculum. Teachers emphasise new vocabulary and reinforce new concepts with visual images helping all pupils' understanding. There is a good programme of termly assessment which identifies individual needs and sets targets for learning.

## **The curriculum**

Curriculum provision is very good throughout the school. A very good level of additional activities enriches it. The accommodation is very good and resources are good.

## **Main strengths and weaknesses**

- A very carefully planned and imaginative curriculum is designed to maximise learning opportunities.
- There are many opportunities for all pupils to participate in a wide range of interesting and stimulating activities.
- The curriculum provides very well for pupils with special educational needs.
- Pupils are well prepared for the next stage in their education.
- A good range of suitably qualified teachers, very good quality support staff and very good accommodation and good resources all help pupils learn more effectively.
- The curriculum provides very well for pupils with special educational needs.

## Commentary

21. The curriculum fully meets statutory requirements, including religious education and provision for personal, social, citizenship and health education. The whole curriculum is stimulating and innovative and is planned to ensure that the available time for learning is used well. The planning by year groups is effective and teachers spend a great deal of their time using their own skills and expertise to make the curriculum more vibrant and interesting. A great deal of thought has gone into analysing the various subjects of the curriculum to find appropriate links that enable learning in one area to support the learning in another. For example, pupils in Year 1 improve their science knowledge and understanding in literacy lessons when they write about the lifecycle of a butterfly. Learning is thereby made more relevant and pupils make better progress in the subjects involved. Time is also used much more effectively as the allocated time for teaching each subject is combined to give the pupils a longer period to study to a greater depth or have more 'hands on' experiences.

22. The school gives pupils many opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. Many of these are clubs are held at lunchtime by teachers and cover a very good range of sporting and other activities. They include football, choir, dance, running, girls' benchball and country dancing. Pupils also go out of school regularly to visit museums and other places of interest that are carefully planned to improve their knowledge and understanding. Great use is made of the school's extensive and most attractive grounds to stimulate the pupils' imagination. Visitors to the school help provide a focus to learning by grabbing the pupils' imagination and making the work much more interesting. The themed days and weeks also make the curriculum more exciting. For example, the work completed during the arts week is of a very high standard indeed and reflects the efforts put in by staff and pupils to make it such a success.

23. The curriculum for pupils with special educational needs is very good. Whenever possible, the work set by their teachers is linked to the targets in the individual education plans so that pupils make good progress towards achieving them. Pupils are given full access to the curriculum and receive very good quality help from well-trained support staff who make a significant contribution to pupils' learning. Support staff and support teachers sometimes withdraw a few pupils from class lessons to receive additional help. This is usually of great benefit to the pupils and helps them achieve well in the specific skills targeted. However, this withdrawal is not always well planned and pupils sometimes miss important parts of lessons, particularly in lessons of a physical or creative nature.

24. As a result of the high quality curriculum with its many extras the pupils are all fully capable of coping with the demands of the next stage in their education. The very good curriculum for the nursery and Reception children ensures that they move seamlessly into Year 1 and continue to achieve well. The same is true for the Year 2 pupils who have no problems with the work expected of them in the junior school.

25. The school is well staffed with experienced teachers who have a range of expertise in different subject areas. Teachers share their skills and knowledge willingly with colleagues when planning the curriculum so that all aspects can be taught successfully. The support staff are well qualified and give very good assistance to the pupils they work with. The very good accommodation, particularly the stunning outdoor environment, provides an exceptional learning resource, is well maintained and extremely attractive. The school library is also of an extremely high quality, both in décor and furnishings as well as the stock of most attractive books. This represents a considerable improvement since the last inspection when the library and its books were judged to be unsatisfactory. The school museum is also a super addition to the accommodation and is full of extremely interesting and beautifully displayed books and artefacts. Resources are good overall, very good in English, and are used well to support learning in all curriculum areas.

26. Provision for pupils learning English as additional language is good. Pupils who need additional help are usually supported in class and their progress is carefully monitored. Support is

carefully targeted at specific needs to support those at the later stages of English acquisition as well as beginners.

### **Care, guidance and support**

The care, welfare, health and safety of pupils are good, and in the Foundation Stage they are very good. Support, advice and guidance of pupils are also good. Consultation of pupils is very good and their views are taken into account well.

### **Main strengths and weaknesses**

- The school seeks out pupils views very well and acts on them effectively.
- Pupils have very good and trusting relations with adults.
- Various behaviour management and social skills programs are proving beneficial to learning.
- Good induction procedures help pupils to settle into school..

### **Commentary**

27. The procedures for health and safety are managed well. Staff and governors monitor the conditions of the site and grounds each term and a full health and safety inspection is carried out each year. Issues arising are dealt with quickly. The school is keen to promote a healthy lifestyle for its pupils and has recently won a Healthy School Award. The 'healthy lunchbox' scheme encourages pupils to eat a balanced and nutritious meal. The headteacher and deputy headteacher are Child Protection Officers. They take it in turns to attend training and share latest practices with all staff.

28. Pupils are confident about speaking to an adult if they are worried. The school provides good support and advice and uses situations that arise as a topic for discussion at circle time. Parents expressed appreciation of the level of support the school provides for their children.

29. Two support assistants have been appointed recently with responsibility for helping pupils with behavioural difficulties. They provide mentoring for these pupils who have difficulties in controlling their behaviour. They also oversee the social skills group aimed at pupils who lack self-esteem and confidence. There is also peer mediation, when pupils help each other to solve problems with their behaviour and lonely pupils are befriended at play times by members of the Year 2 'Kind Club'. The school also has the benefit of a counsellor who comes in one afternoon per week to work with pupils and give staff ideas on how to manage difficult situations. The school is rightly looking to expand the number of hours available.

30. The school consults the pupils through the school council. The pupils' questionnaire shows that they feel teachers listen to their ideas and act on them. Members of the school council are fully involved in a number of initiatives such as, designing notices for the quiet area. Classes also create their own rules. The induction process for children entering nursery and Reception is good. It includes open days and evenings and visits to their future classrooms. Home visits are offered for nursery pupils. Nursery and Reception classes have joint assemblies creating a positive link which aims to help the transition between classes. Pupils who join at other times are also offered visits and tours around the school so they can settle quickly. Effective support is provided during interviews for prospective pupils or their parents who do not have a good command of English.

31. All pupils with special educational needs are tracked carefully to monitor their progress and to ensure that they are achieving as well as possible. Their individual education plans are written well, set appropriate and achievable yet challenging targets and are reviewed regularly. Liaison with outside agencies is very good and the school makes great efforts to ensure that pupils receive as high a level of care as possible.

32. Support for pupils learning English as an additional language is good. The school provides some bi-lingual support and works hard to ensure that pupils are supported well when they start school.

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

Links with parents and extended services are very good. Links with the community and with other schools are good.

### **Main strengths and weaknesses**

- Reports and other information provided to parents are good.
- Parents are very supportive and happy with school and feel they are consulted well.
- There are very good procedures for dealing with concerns and complaints.
- The transfer of pupils to the junior school is managed well.

### **Commentary**

33. Parents receive good information about their child's achievements. This helps them to support their work at school and home. Reports are informative and give parents a clear idea about the targets their child needs to reach to improve. Staff in the nursery meet with parents to give them helpful information about their child's achievements.

34. Inspection evidence shows that parents receive a wide range of good information about the curriculum and school events. However, some parents in Nursery who completed the questionnaire or attended the meeting prior to the inspections do not feel they receive enough information.

35. Support from parents is very high. Many attend assemblies, school events, and workshops to help them understand what their children are learning and contribute to school improvement by responding to the school's annual questionnaire. Their responses are closely analysed and suggestions incorporated into the school improvement plan. Key points of the school improvement plan are supplied to parents as part of the governors' annual report. Parents appreciate the meetings they have with staff to deal with concerns they may have.

36. Relations with the neighbouring junior school are very good. Close liaison between the senior staff and chairs of governors benefit continuity in pupils' learning and their smooth transfer at the end of Year 2. Other connections include the hiring out of the building to local groups and a variety of visitors such as the police, fire service and clergy who come to speak to the pupils.

37. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. They are always invited to meetings to review individual education plans. They are given a copy of the individual education plan to make them aware of the targets set for their child and so they can give additional support at home.

38. The school is working to develop the already very good relationships with parents whose children are learning English as an additional language. Parents are encouraged to support pupils in learning in their home languages as well as in English. There is a mathematics support group which lends parents games to use with their children, with staff offering advice on how these should be used.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good overall. The leadership by the head teacher and the team work with the deputy head teacher is very good; they have a clear educational vision for the development of the school. Management is good overall but with some areas needing review. Subject co-coordinators knowledge is good. Governance is also good and ensures that all statutory requirements are met.

### **Main strengths and weaknesses**

- Very good leadership by the headteacher and deputy head teacher ensures clear educational direction for the work of the school.
- Overall management is good and ensures that all are able to go about their daily work successfully.
- Subject coordinators have good knowledge and areas for development are clearly identified in the school improvement plan. This combination is responsible for the positive progress being made in standards.
- The governance of the school is good.

### **Commentary**

39. The leadership and management of the school are good overall. Leadership is strong and the head teacher along with the deputy head teacher has a clear educational vision for the development of the school. Areas identified as needing improvement are acted upon and identified in the school improvement plan and the ethos is one of supporting staff to achieve.

40. The school is managed well overall. All who work at the school know and understand their roles and all staff work well together as a team. This enables everyone to go about their daily work successfully. However, there is a need to review the way in which pupils are withdrawn from lessons for additional help so that they do not interrupt learning on their return.

41. The school through its self-evaluation has identified a number of priorities that are included in its school improvement plan. This good plan focuses on the need to improve and raise standards through the development of emotional literacy and the social skills for some pupils. Developments are going well but the management of how these groups and individuals move in and out of lessons in order to minimise disruption needs to be reviewed.

42. Subject coordinators knowledge and understanding of their role is good and all staff work well together as a team. Staff development in the school has a high priority and professional development of all staff is good, linked to identified areas of development within the school improvement plan. This is supported through the involvement of the school in the Chessington and Tolworth group of schools, so that teachers have access to a wider range of training opportunities. There are good links with teacher training institutions such as Roehampton and students carry out their teaching practices at the school. Performance management is related well to the specific needs and areas of development within the school.

43. The governing body shares the head teacher's clear vision for the development of the school. Governors are well informed and come into school regularly. They are supportive of activities which are run at the school. They are updated regularly about all developments within the school and ensure that statutory requirements are met. They are fully committed to improving the quality of provision.

44. The provision for special educational needs is managed well. The progress of individual pupils is tracked to ensure they are achieving well. All paperwork is kept up-to-date and liaison with outside agencies is most effective. Governors are kept fully informed about the level and success of the provision. This is through regular reports from the headteacher and the special needs governor who regularly visits the school to look at the special needs work and discuss any new

developments. The provision fully meets statutory requirements. Leadership and management of provision for those learning English as an additional language is good.

45. The governing body oversees the budget. The principles of best value are used well. Whilst there has been an overspend in the budget, this has been towards the purchase of interactive white boards and the re-decoration of the older part of the school. The governors and headteacher ensure that the budget reflects the school's educational priorities. Good financial procedures are in place and there is careful monitoring of the financial position during the year. This has resulted in good standards of achievement, a stimulating curriculum, good teaching and very good leadership. The school provides good value for money.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	1212612.72	Balance from previous year	79655.88
Total expenditure	1244916.99	Balance carried forward to the next	47,352
Expenditure per pupil	3608		

**Speech and language provision**

The provision for speech and language is **very good**.

**Main strengths and weaknesses**

- Pupils' achieve very well, due mainly to the very good quality of teaching.
- Speech and language therapists work closely with the teachers and make a significant contribution to the assessment of pupils' progress.
- Information and communication technology could be used more to enhance communication skills.

**Commentary**

46. Inspection evidence found pupils' achievement in I-CAN (Nursery) and Rainbow (Reception and Key Stage 1) to be very good. A measure of the progress they make is the number of pupils who are successfully returned to their mainstream schools. The majority of pupils are returned to mainstream after they have finished in the nursery, and this year, one pupil from Reception and two pupils from Year 1 have also been reintegrated.

47. The quality of teaching is consistently very good. The teachers work very closely with the speech and language therapists in planning individual programmes that have small, but achievable, targets. Assessment is very rigorous. Daily assessments chart any small gains in pupils' language development and are used very effectively to inform teachers' future planning. In both classes the staff work cohesively as a team and all have clearly identified roles. Nursery nurses support the pupils who are attending mainstream classes giving discrete, but very effective, support. The staff in the nursery classes and Reception sign well, but the school is aware that signing in the upper part of the school is not of this quality and further training is required. The use of information and communication technology is developing well and is used by teachers for planning, preparation and display. Digital photographs are used effectively to record pupils' achievement. However, information and communication technology could be used more effectively to improve communication, for example, better use of a symbol vocabulary and the development of talking books.

48. Teachers manage pupils' behaviour very well. This is due in no small part to the well-established classroom routines, high expectations of teachers and very good teamwork. A key part of the provision is the teaching and close monitoring of pupils' social and emotional development.

During the inspection, pupils were observed at snack time selecting their fruit and drinks politely and eating in a civilised and orderly way. Others were observed talking sensibly about their feelings in different situations, for instance, when happy, excited, angry or sad.

49. The management of the provision by the teachers in I-Can and Rainbow classes is very good. Parents find the support given by the school very valuable. There is a close liaison with home, and parents are fully involved in annual reviews and termly reviews of pupils' individual education plans. The reviews are of a high quality with clear outcomes and points for parents about how to help their children at home. Parents find the workshops, where they have the opportunity to meet staff and other parents with similar problems, extremely valuable.

50. Some restructuring of the special educational needs and speech and language provision will take place from next September. This is because of the resignation of the previous post holder. Until then, the headteacher is managing the provision on a temporary basis.

51. There has been good improvement since the last inspection.

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

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

52. Overall provision in the Foundation Stage is **good**.

53. Children spend up to five terms in the nursery attending either the morning or afternoon sessions. Most transfer to the Reception classes, but a minority move on to other local schools which do not offer nursery provision. Some children join the school at the Reception class stage having had varying experiences of pre-school provision. Children from the "I Can" unit for those with special educational needs are integrated into the nursery effectively during every session. Attainment on entry to the Foundation Stage varies considerably, but overall is below average particularly in communication, language and literacy.

54. Children get a very good start in the nursery and achieve very well because of consistently high quality teaching. Teaching is very good in the nursery and good in the Reception classes. Achievement in the Reception classes is good overall. Learning is slower at times because there are a number of children with behavioural difficulties in the current Reception year. Staff in all classes work very well together, and this teamwork is a significant factor in children's overall good achievement. By the end of the Reception year most, but not all children are on track to reach the expected standards in all aspects of the curriculum except communication, language and literacy. Assessment procedures are very good, and are securely based on direct observations of children as they work. Support is targeted accurately to help all children progress including those with special educational needs and those learning English as an additional language.

55. Leadership and management of the Foundation Stage are good. The co-ordinator was appointed in September and has yet to monitor teaching, but she has clear vision of aspects for future development. Arrangements for induction are good, with new children visited at home. The school is working to adapt Reception provision gradually during the school year in order to prepare children more effectively for their move to Year 1.

56. Improvement since last inspection is very good. The nursery and Reception classes have new purpose-built accommodation with ready access to outdoor learning areas. The nursery is particularly spacious and is planned very effectively.

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

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

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

- Teaching is very good in the nursery and good in the Reception classes. Most children achieve very well because staff have consistent expectations of good behaviour.
- A number of children in the Reception classes have behavioural difficulties and at times this has an impact on other children's learning.
- Most children learn to behave well and to develop good relationships with others.
- Children are encouraged to be independent and they become confident learners.

#### **Commentary**

57. Teaching in this aspect underpins all learning in the Foundation Stage. Children in the nursery respond very well to the high expectations and very clear routines. They feel secure in this very well organised environment, and know that they will be treated fairly. Staff are experienced and have a very good understanding of the age group and of individual needs. Behaviour is usually good because children are so interested in the many exciting activities. Children are confident,

moving happily between the linked rooms and choosing to work independently or with adults. Levels of concentration are often very good with children totally absorbed for example in threading beads, working at the writing table or looking at books. The children respond very well when they gather in small groups for snack and “thinking” time. Staff promote social skills alongside other learning very effectively.

58. Staff in the Reception classes also share high expectations and teaching is consistently good. There are a number of children in the current Reception year group with behavioural special needs. The school has various programmes for supporting these children, including opportunities for emotional and social development. The high level of support does slow the learning and concentration of the whole class at times because there are interruptions. Children leave the class for focused individual or group work and subsequently return, while during whole class sessions as many as three children may have individual adult support. During the lessons observed behaviour was satisfactory overall in the Reception classes. Staff managed potentially challenging behaviour effectively.

59. Activities in the Reception classes are well planned to offer children opportunities to work independently and with adults. Staff help children behave well, and most have good relationships with others. Children who find it difficult to follow instructions are encouraged to make “good choices” and there are clear strategies for those who do not. Most are on track to meet the expected standards by the end of the Reception Year. A significant minority in each class, all identified as needing additional support, will not meet them.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Speaking and listening skills are encouraged very effectively in all activities.
- Teaching is very good in the nursery and good in the Reception classes and children achieve well.
- Teachers’ expectations of achievement in writing are not high enough for all pupils in the Reception classes.

### **Commentary**

60. When children start in the nursery and Reception classes many have below average language skills. In all classes there is rightly a very high focus on developing children’s speaking and listening skills and on increasing their vocabularies. Many children achieve very well. Staff skills are enhanced considerably by the expertise, training and advice from the specialist teachers based in the school. Adults provide very good models for listening and speaking, and children can be confident that their efforts will be valued. Children are keen to talk to visiting adults about their activities, because they are excited and interested by what they are doing. Teachers’ planning skilfully harnesses children’s interest, and carefully linked activities promote the development and use of specific vocabulary. While some children in the nursery chatted eagerly about their butterflies emerging from the pupae, others listened attentively to a taped story of *The Very Hungry Caterpillar* while following the book. There are good opportunities for children to develop early writing skills in the nursery.

61. In the Reception classes the high level of focus on developing speaking and listening skills continues, and children make good progress. Teachers develop reading skills well and the majority will meet the early learning goals in reading. Children enjoy stories such as *The Little Red Hen* and learn to retell them in the correct sequence. They start to read common words and begin to use letter sounds in both reading and writing. Teachers introduce children to formal handwriting practice, but samples of work show that correct letter formation is not firmly established at this stage. Children have satisfactory planned opportunities for writing, but the behavioural difficulties of

some children holds back their writing development. By the end of the Reception Stage, attainment is generally below that normally expected in writing skills.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good overall and children achieve well.
- Mathematical skills are developed well through many practical activities.

### **Commentary**

62. Teaching in this aspect is very good in the nursery and good in the Reception classes. Children achieve well and most are on track to reach the expected standard by the end of their time in Reception. Staff skilfully introduce counting into many activities, for instance when nursery children count the number of cups needed for their drinks and Reception children work out how many children are in school. Planned activities are enjoyable and are often linked with a common theme, giving tasks an obvious purpose. Nursery children counted spots on ladybirds, while Reception activities were often linked to matching eggs and chickens. Children in the nursery achieved very well, as they counted a sequence of numbers, because the teacher had a very good knowledge of individual capabilities. While some children counted to five or ten, others were challenged to count up to 18 or 20. Most Reception children have practical understanding of the processes of addition and subtraction when they solve problems, and many record their work as simple sums. At times learning during whole class sessions in the Reception classes is slowed by interruptions as children leave to join special support groups.

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

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

### **Main strengths and weaknesses**

- Topics are stimulating and carefully planned to motivate children.
- Teaching is very good and children achieve very well.

### **Commentary**

63. Planning for this area of learning is very good, and children are highly motivated by the exciting range of experiences. Teachers ensure that children have genuine “hands-on” experiences as often as possible. Displays are organised well and are very accessible and children have plenty of time to look, wonder, discuss and to ask questions. In the nursery children were very excited by the butterflies which were hatching gradually. Reception class children were enthralled by a pair of visiting chickens, and fascinated by displays of different coloured eggs. Staff constantly reinforce the correct vocabulary and encourage children to talk about what they see and feel. Learning is very effectively reinforced by computer programs, stories and through many art and practical activities. Children use the computers confidently. Most children are likely to meet the expected standard by the time they leave the Reception classes.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Outdoor activities are an integral part of planning in all classes.
- Teaching is good overall and children achieve well.

### **Commentary**

64. Children achieve well and most should meet the expected standard by the time they reach the end of their time in Reception. Children have good opportunities to develop skills with scissors, pens, brushes, pencils and small equipment. Skills are generally average for this age, although some children continue to find accurate cutting out difficult. Teachers plan outdoor activities to support learning every day, and the nursery in particular presents children with very good opportunities for energetic play. Children in the Reception classes change for formal physical education lessons. They know the importance of exercise and are aware that their hearts beat faster afterwards. Skills, such as throwing and catching are typical of those usually found at this age. Children with special educational needs are given very good support, and have full access to this and all other areas of learning.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a good variety of activities, teaching is good and children achieve well.
- Imaginative role-play is promoted very well.

### **Commentary**

65. Children achieve well in this area of learning because teaching is good overall and activities are well-planned. Teaching in the nursery is very good. Many activities extend children's imaginations and staff skilfully develop play through questions and well timed suggestions. Independent imaginative play in the role play area is sometimes of high quality, for example a small group of children enjoyed a "meal" while a "parent" served drinks and food. The outdoor role-play areas are developed ingeniously to attract the interest of boys as well as girls. This play provides many excellent situations for social and language development. Other aspects of creativity are also encouraged effectively, and children have good opportunities to practise skills independently as well as to work with adults. In the Reception classes, children continue to develop their skills. Role-play areas such as the shop are attractive and resources are good, so that children enjoy their play. Activities such as painting are linked well with other areas of the curriculum. Achievement is good and most children are likely to meet the expected standard by the time they transfer to Year 1.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards in speaking and listening and the quality of handwriting are good.
- The library is outstanding and is well used to develop pupils' research skills.
- The quality of teaching is good. Pupils achieve well.
- Pupils have a very good attitude to their work and behave very well.
- The subject is led and managed well.
- Many productive links are made with other subjects.

#### **Commentary**

66. Standards in speaking and listening at the end of Year 2 are now above those expected nationally. This reflects the considerable efforts that have been made in recent years to help pupils achieve very well in this important aspect of English and is a good improvement since the last inspection. Many pupils come to the school with communication skills below those expected for their age. There are a variety of effective strategies in place to improve speaking and listening skills. These include using talk partners in lessons to help pupils clarify their thoughts and ideas, the use of role-play and drama in lessons and a constant focus by teachers on correct vocabulary. All of these result in the pupils making very good progress and becoming confident and articulate speakers by the time they leave the school. The 2004 national tests showed the pupils in Year 2 attaining standards in reading and writing similar to the national average and to standards found in similar schools. Those pupils currently in Year 2 are also attaining standards in reading and writing as expected for their age.

67. The school library was judged to be unsatisfactory and underused at the last inspection. The improvement since then has been excellent. The library is now furnished and stocked exceptionally well and is used regularly by classes to develop in pupils a great love of books and hone their research skills. Pupils confidently use books to find out facts about a wide range of subjects. For example, a Year 1 class was seen researching minibeasts as part of their science work. They used the contents page and the index to locate the information they needed and then verbally reported their findings back to the class. The book corners in all classrooms have also been improved dramatically and also show the importance the school puts on literacy. This is also most apparent in the very good quantity and quality of books, often prominently displayed, throughout the school. These books have been most carefully chosen to cover a wide range of topics to stimulate pupils' interest in learning and to broaden their understanding of the wider world.

68. Pupils achieve well as they receive good quality teaching. All the teaching observed during the inspection was good or better. In Year 2 it is consistently very good. Lessons are planned well throughout the school with work for different groups of pupils carefully matched to their prior attainment. This ensures that all pupils, including pupils with special educational needs and those with English as an additional language, achieve well as they move through the school. Teachers use their support assistants very well to assist pupils who require additional help. They are fully involved in all parts of the lesson and contribute effectively to pupils' learning. Sometimes pupils identified as requiring additional help to ensure that they reach their full potential, work outside the classroom with support staff to help improve their skills in English. These sessions are a significant factor in raising achievement as they are very well focussed and well planned to meet the varying needs of each pupil. Teachers manage their pupils well and create a very good working atmosphere in their classrooms in which pupils can thrive.

69. Pupils have good attitudes to their work and behave well in lessons. They have very good relationships with adults and each other. This was clearly seen in a very good Year 2 literacy

lesson in which the super relationships and mutual regard resulted in pupils producing some high quality work. When working in pairs or groups, they support each other and share ideas sensibly and fairly. Pupils are keen to succeed and are attentive to their teachers and other adults they work with.

70. English is led and managed well. The monitoring of the subject is now firmly established and pupils' achievements are tracked carefully to identify individuals or groups of pupils in need of additional support, including extra provision for gifted and talented pupils. If there are any concerns about the rate of progress pupils are making then they are quickly given additional support in a variety of ways.

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

71. Pupils' language and literacy skills are often used in other subjects of the curriculum. It is carefully planned so that the pupils gain in knowledge and understanding and improve their skills in both subjects. For example, in a very good Year 2 lesson the pupils were creating poems about nature. This was appropriately linked to their work in science and religious education. The teacher took the pupils out to the school garden to look, listen and wonder at the flowers and animals they saw. Back in the classroom they all produced sensitive writing of a high standard, as the work was relevant and had touched their emotions.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The subject leader has a clear vision for future development.
- Teaching is good, with some very good examples promoting rapid learning.
- A reliance on worksheets imposes some constraints on pupils.
- Problem-solving is taught well, especially in Year 2.

### **Commentary**

72. Standards are now in line with the national average in Year 2. In the 2004 teacher assessment trial Year 2 pupils attained below nationally expected levels, and the higher attaining pupils did less well. This particularly applied to girls, an issue the school has successfully addressed. Achievement is good, with standards improving despite increased numbers of pupils with special educational needs and English as an additional language. Whilst results are not as high as they were at the time of the last inspection, improvement is satisfactory because the needs of pupils are greater.

73. Teaching is good most of the time, and sometimes very good. Teachers have good subject knowledge and take account of pupils' different learning needs when planning work. Assessment data is used well to identify and support those pupils at risk of falling behind. Much of the work is completed on worksheets that do not always help the children to record their work independently.

74. In one very good lesson the teacher was showing pupils how to solve a number puzzle using a method to find the pattern. There were moments of awe and wonder as they saw how the system worked and were able to find the solution for themselves. The teacher's enthusiasm helped to inspire in the pupils a love of number and gave them confidence in their own abilities. This focus on problem-solving and using and applying mathematics is helping to raise standards, especially in Year 2. Gifted and talented children are challenged well.

75. Leadership and management are good overall. The coordinator has a passion for the subject, which she imparts enthusiastically to colleagues and pupils. She has clear ideas about how to raise standards, and the impact of her support is beginning to be seen in lessons.

## **Mathematics across the curriculum**

76. There are some innovative emerging links with other subjects, such as using physical education lessons to develop ideas about division, with pupils going into different-sized groups. Pupils have designed symmetrical mosaic patterns influenced by the Islamic prayer mat in art and design. There is very good work in science about forces that uses data-handling skills. In art and design pupils have also used paper-weaving to make patterns. Information and communication technology is used effectively to support learning.

## **SCIENCE**

### **Science**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Teaching is good and pupils achieve well.
- Pupils learn to use subject vocabulary correctly.
- Work in science is underpinned very effectively by practical activities.
- The “woodland walk” is an excellent resource and used to enhance learning.

### **Commentary**

77. Standards for Year 2 pupils in the most recently reported national test in 2004 were similar to those attained nationally. Inspection evidence indicates that these standards have been maintained. By Year 2 most pupils have a secure understanding of all the expected aspects of science.

78. Pupils achieve well because teaching is good. Samples of work show that topics are taught systematically especially in Year 2, covering each aspect thoroughly. Teachers emphasise correct subject vocabulary, and ensure that pupils understand and use new scientific words accurately enhancing their knowledge. Staff use picture resources particularly well to help all pupils of all abilities to learn as much as they can. Careful planning ensures that links with other subjects reinforce learning in science. Year 1, for example, had recorded the life cycle of the cabbage white butterfly during literacy lessons. Work in science is based on practical experiences wherever possible, and by Year 2 pupils carry out investigations and experiments. They record, measure and compare, and some pupils have produced good quality work during an investigation of “forces”.

79. Lessons are carefully planned and prepared, and teachers explain work very clearly. Some very good teaching observed was lively and stimulating, capturing pupils’ interest. Teachers take advantage of the school’s very good outdoor facilities. The excellent “woodland walk”, for example, allows pupils to search safely for wildlife in a natural woodland environment that is only a short distance from their classrooms. Such expeditions are highly exciting for the pupils, and are very well organised. The creatures captured during the lesson were returned to their homes, thereby effectively reinforcing learning about different habitats and respect for living things. Samples of pupils’ work show that pupils capable of attaining at the higher levels demonstrate an above average understanding. The extensive use of worksheets, however, does not allow these pupils to begin to record their work independently.

80. Leadership and management of science are good and have improved since the school was last inspected. There is now a planned programme for monitoring teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **Main strengths and weaknesses**

- The good quality of teaching and learning enables pupils to achieve well and attain standards, which are satisfactory overall with some good features.
- New strategies introduced are impacting positively on raising standards.
- The leadership and management are good and these are responsible for the significant progress being made, thus enabling the school to develop and improve provision at a good pace.
- The curriculum is good and there is evidence of information and communication technology being used to support other subjects in many lessons.
- Teachers are making effective use of the good resources available.

## **Commentary**

81. Pupils from all groups achieve well during their time in school. They are attaining standards in line with national expectations by the end of Year 2. This is due to good teaching by both teaching and support staff. Their confidence and expertise has been raised by the coordinator through an 'in house' support programme. This has proved beneficial to meet the needs of all pupils, raising their achievements. As pupils move through the school they are given many opportunities to develop and improve their computer skills. In the lessons observed, pupils watched and listened carefully to effective demonstrations that developed their knowledge and skills. In the computer suite, pupils work in pairs and support each other's learning. They are encouraged to use technical vocabulary correctly. Support staff use their expertise to ask probing questions which encourage pupils to use their previous knowledge to attempt the challenges they are set with confidence. The very good relationships that exist between the pupils and support staff encourage all pupils, including those with special educational needs and English as an additional language to achieve well. In a Year 1 lesson seen, the pupils used the computers to research information related to their science curriculum. They practised and developed their keyboard skills, using keys to backspace, delete and return accurately. The more able pupils developed their skills of highlighting text, changing its colour, font size and finally editing the content.

82. Pupils display a particular interest and enthusiasm for their sessions in the computer suite. They work well, enjoying the tasks set. Working in pairs not only supports their learning but also contributes to their moral and social development. Staff support the pupils well and their confidence and enthusiasm is transferred to the pupils. Teaching is very good. Explanations are clear and time taken to ensure understanding. Practical activities are purposeful and pupils are encouraged to think about what they have learned and how to improve their work. Teachers and support staff challenge pupils' thinking and encourage them to tackle tasks with confidence.

83. Leadership and management are good. The subject is promoted well throughout the school and has a high profile in the curriculum. The coordinator knows the subject and its development needs very well. She has introduced various new strategies, such as promoting the skills of teachers and support staff and introduced a new assessment programme, which includes the Foundation Stage to track pupils' progress and promote good achievement. Staff now use computers for planning and assessment. A technician has been employed to ensure maximum efficiency of computers and a web site has been set up by a governor. The school has also purchased interactive whiteboards for all classes. This supports class teaching and cross-curricular learning. These initiatives are having a positive impact on raising standards and now need time for them to become securely embedded. The curriculum is good. All aspects of the National Curriculum are met fully with good curriculum links with other subjects. Resources are good. This adds value and efficiency to the learning.

## Information and Communication Technology across the Curriculum

84. The development of information and communication technology across the curriculum is good. Pupils learn word processing skills which link effectively to work in literacy. They use research programs to learn about insects in science and they are accumulating software to support mathematical development. The effect of this development impacts positively on the development of skills and increases the understanding of links between different subject areas.

## HUMANITIES

85. Two lessons were observed in history and none in geography and so no overall judgement about provision or standards can be made.

86. In **geography** the curriculum is well planned. Effective use is made of the school grounds and the local environment to enhance learning. For example, Year 1 pupils have been studying routes to school. The coordinator has implemented initiatives, such as enrichment groups that focus on geography, while the whole class is studying a history topic. In one example pupils enjoyed examining objects from around the world, described them and tried to identify where they came from on a map. The "Museum" is a stimulating showcase of resources, with a section devoted to different countries of the world. Pupils are made aware of the wider world through assemblies and the glasses recycling programme, which donates surplus spectacles to developing countries. There is a very good assessment system in place that is manageable but clearly links pupils' progress to National Curriculum levels of attainment. Displays around the school inspire a sense of awe and wonder in the natural world. There are also good links with other subjects. These include a model island, made in design and technology, using information and communication technology by researching on the Internet to find out about London, and postcards written from a contrasting location, such as the jungle or a lighthouse completed in English lessons.

87. In **history**, pupils have access to a well-planned and interesting programme of work. Samples of their work indicate that they have good opportunities to use their skills in writing to record their understanding. Lessons offer good opportunities for role-play and drama with all pupils involved. In a very good lesson in Year 2 the pupils briefly experienced a "Victorian" classroom, and compared that with the present time. Year 1 pupils showed an emerging understanding of some aspects of the past in a lesson on Florence Nightingale.

88. Subject leadership is good, and has improved since the last inspection. The co-ordinator monitors teaching and learning in detail. The school museum is a valuable resource. Parents are encouraged to participate in their children's learning, by answering questionnaires and by helping in the Year 2 projects on famous people. Displays show a good response from some parents and grandparents with photographs of schools in the past.

## Religious Education

Provision Religious education is **satisfactory**.

## Main strengths and weaknesses

- Leadership of the curriculum is innovative and allows pupils to achieve well.
- Pupils with special educational needs and English as an additional language are included well.
- Lessons are interrupted by groups coming and going.

## Commentary

89. Standards are in line with those expected in the locally agreed syllabus. Mood music is used effectively at the start and end of lessons to set the atmosphere for pupils to learn. This enables teachers in the shorter-style sessions to catch pupils' attention quickly and to conclude with a period of reflection.

90. Pupils make sound progress overall, and benefit from the emphasis on role-play and discussion. This particularly suits those pupils with special educational needs or for whom English is an additional language. In one lesson these pupils helped to act out the story of the Good Samaritan, and enjoyed the opportunity to participate fully.

91. Teaching is good overall. Teachers' sensitivity when leading discussions is effective in giving pupils the confidence to contribute. Lessons tend to be held at the end of the day, which is not ideal for some pupils who have difficulty concentrating. The mood is sometimes disturbed by interruptions, especially from pupils involved in other group activities. There are growing links with other subjects, such as using Bible stories for guided reading sessions, and the role model of Florence Nightingale, whose work was influenced by her beliefs.

92. Leadership and management are good. The coordinator has made imaginative changes and influences the quality of what goes on. Visitors from a variety of faiths come in to talk to the pupils. Resources are good, and many are displayed attractively in the school's "Museum" for pupils to enjoy and use. Improvement since the last inspection is satisfactory, with some innovative developments in provision.

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

Two lessons were observed in each of music and physical education. None were observed in design and technology. Discussions with the subject coordinators, teachers' planning and samples of previous work in design and technology added to the evidence base. It was not possible to judge the overall provision in these subjects.

### **Art and Design**

Provision for art and design is **very good**.

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

- Standards are well above those normally expected.
- Teachers enthusiasm for and expertise in the subject are very good.
- Art is used well in other areas of the curriculum.
- Pupils' work is displayed very well, enhancing the school environment and promoting pupils' self-esteem.
- Leadership and management are very good.

### **Commentary**

93. Standards are very good for pupils in Year 2. This indicates a significant improvement since the previous inspection when standards were judged to be in line with those normally expected. The school values the contribution art and design makes to the curriculum as a whole. The school provides the opportunity for pupils to work with an artist in residence each year. This has resulted in some collage work of high quality that contributes to the first rate displays in the school.

94. Teachers have a very good knowledge so that teaching and learning are very good. The subject is promoted well through a cross-curricular approach in history, pencil drawings of Charles II, Samuel Pepys and Sir Christopher Wren added much to pupils' understanding of the Great Fire of London. Teachers pay very good attention to the promotion of artistic skills. The teaching of a specific skill is emphasised at the beginning of the lesson and pupils are reminded about their use throughout. Pupils thoroughly enjoy the subject and in the sessions observed, pupils concentrated very well. This has a very positive effect on their learning. Pupils are also often encouraged to work in pairs to develop their speaking, listening and artistic skills. As a result, some of the work is very good. In this way, teachers thorough planning ensures the subject contributes to pupils' social and moral development.

95. Leadership and management are very good. The enthusiasm and knowledge of the co-ordinator contributes to lesson planning very well and to the development of the subject. When planning the curriculum good attention is paid to linking art with other areas of the curriculum, including history and geography. The development of pupils' artistic skills is identified appropriately within the long term plans. The school has recently undergone a major building programme. The high quality artistic displays in the classrooms and corridors enrich the environment. They value the pupils' efforts and clearly portray the many different media the pupils enjoy using. In addition displays reflect the opportunities for pupils to work in the style of other artists, such as painting in the style of Picasso. These confirm the good variety of skills and techniques taught. Art and design from different cultures, such as the tattoos and lines found on Maoris faces play an important role in the curriculum. Resources are good. Assessment procedures are good. Monitoring and evaluation of planning, teaching, learning and standards are secure. The high value that the school places on art and design enhances the school environment very well and makes pupils proud of their work.

96. In **design and technology** standards of the models seen were satisfactory. All staff adhere to policy and practice determined by the school. Understanding and knowledge are reinforced by various extra-curricular activities. For example, pupils from Year 2 visited the Brooklands Museum, which prompted them to make models of early aircraft from balsa wood. Resources are sufficient to deliver the subject appropriately. Monitoring of work has begun and assessment procedures are now in place. The co-ordinator attends courses and ideas are shared with staff who now feel more confident to deliver this area of the curriculum.

97. **Music** is an important part of the curriculum. A choir meets each week and all pupils are welcome to attend, although this offer is not taken up by many. The choir performs in assembly and is taking part later in the term in the local music festival. When pupils have the opportunity to sing, for example in assemblies, they do so enthusiastically and tunefully. In a Year 2 lesson observed pupils sang their 'building song' with gusto and enjoyment. The addition of untuned instruments was greeted with enthusiasm and showed that pupils were able to follow a simple rhythmic pattern. Pupils also listen attentively to music played to them. Standards in the lessons observed were broadly average, although these lessons only covered a narrow range of musical skills. Teaching ranged from satisfactory to very good.

98. Games, gymnastics and dance are all taught regularly in **physical education**. Swimming is also taught towards the end of Year 2 so that pupils make a good start to raising their confidence in water with some pupils learning to swim a few strokes unaided. In the two games lessons seen the pupils were successfully taught new skills in throwing and catching and all health and safety aspects were fully addressed. There is a very good number of clubs for pupils to attend and improve their skills. These include dance, football, girls' benchball, running and country dancing. Pupils' physical development is further enhanced when they play during breaks from lessons. There is equipment such as skipping ropes and small balls for them to borrow and use to increase their level of activity and improve their coordination skills. Overall, resources are very good and make a significant contribution to pupils' learning of new skills. The annual sports day is well attended and much enjoyed by the pupils and parents and carers.

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

99. Provision for personal, social and health education and citizenship is **good**.

100. The school has been awarded a Healthy Schools Award and has followed local initiatives on raising pupils' awareness of the need for road safety and protection from the sun. The police and fire service visit regularly to keep pupils alert to their personal safety. The school council gives the pupils involved a sense of responsibility and involves them in decisions about matters that are of interest.

101. The school enables pupils to understand issues affecting children in other countries. For example, in a thought provoking assembly in Year 1, pupils were invited to think about why children in other nations are unable to go to school.

102. Regular *circle times* are held and enable pupils to discuss values and social concerns. Thinking skills are developed skilfully, and the school works to remove barriers that might stop pupils from achieving their potential. For example, additional support is provided for pupils who have difficulties coping in a class setting to develop their social skills. Pupils cooperate well when working in groups. For example, Year 2 pupils thought up questions they might like to ask about life at the junior school. One member of the group acted as scribe and reported back to the class at the end of the lesson. Religious education lessons are used effectively to promote moral values and host discussions about rules and feelings. Pupils often take a lead in assemblies and help with other jobs around the school. Displays in classes and common spaces celebrate success and emphasise teamwork.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	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	2
The leadership of other key staff	2
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).*