

# INSPECTION REPORT

## **MEADOWCROFT COMMUNITY INFANT SCHOOL**

Chertsey, Surrey

LEA area: Surrey

Unique reference number: 125065

Headteacher: Mrs G Dowle

Lead inspector: Mr D Curtis

Dates of inspection: 17 – 18 January 2005

Inspection number: 267298

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: 4 – 7  
Gender of pupils: Mixed  
Number on roll: 55

School address: Little Green Lane  
Chertsey  
Surrey  
Postcode: KT16 9PT

Telephone number: 01932 561419  
Fax number: 01932 562334

Appropriate authority: Governing body  
Name of chair of Mr Paul Gibbs  
governors:

Date of previous 18 January 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in Chertsey in Surrey. It is a very small infant school with three classes. There are 55 pupils on roll, including 20 children in the reception classes. Children start school with standards expected for their age. A very small proportion of pupils come from minority-ethnic families. No pupils have English as an additional language. A very small number of pupils are Travellers, although none receive any specialist funding. The proportion of pupils (16 per cent) identified with special educational needs is in line with the national average. Most have speech and communication or social, emotional and behaviour needs. Two pupils have a statement of special educational need. The proportion of pupils entitled to free school meals is below the national average. The school is much smaller than it was at the time of the last inspection and there has been an increase in the proportions of pupils with special educational needs and those entitled to free school meals.

The school achieved Investors in People status in 2003 and it is a member of the Chertsey Partnership of schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D Curtis	Lead inspector	English Science Information and communication technology Geography History Physical education Special educational needs English as an additional language
9520	Mr J Leigh	Lay inspector	
30691	Mrs K Yates	Team inspector	Foundation Stage Mathematics Art and design Design and technology Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school which is valued highly by parents. It gives good value for money. The very strong degree of teamwork amongst staff is a significant aid to achievement.

The school's main strengths and weaknesses are:

- In Year 2, standards are well above average in reading, writing and mathematics.
- Parents are delighted with the school.
- Pupils' attitudes, behaviour and relationships are very good.
- Teaching and learning are very good.
- Pupils' use of information and communication technology (ICT) skills and numeracy skills across the curriculum is underdeveloped; this is linked to the unreliability of the computers.
- The leadership and management of the headteacher and key staff are very good.
- The school includes fully each pupil in all aspects of its day-to-day life.

The school has made good progress since the previous inspection in 1999. It has managed a period of falling rolls and an increase in the proportion of pupils with special educational needs particularly well. High standards in reading, writing and mathematics have been maintained. Standards in ICT have improved significantly. The school improvement plan is now much improved and is linked carefully to financial planning. Resources to support pupils' learning are much improved.

### STANDARDS ACHIEVED

Achievement in the school is **very good** overall, especially in reading, writing and mathematics. Achievement in the reception class is very good and most children exceed the Early Learning Goals by the time they start Year 1. In the current Year 2, standards in reading, writing and mathematics are well above average. More-able pupils achieve particularly well because they are challenged and extended in their learning. In science, standards are above average. In religious education and ICT, standards meet expectations. The achievement of pupils with special educational needs, together with that of Travellers is good. In the current Year 2, boys achieve as well as girls. Insufficient lessons were seen in order to judge standards in other subjects.

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2002	2003	2004	2004
reading	A*	C	B	B
writing	A*	D	A	A
mathematics	B	E	B	A

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

The school's results in the 2004 tests showed significant improvement over those achieved in 2003. The results in 2004 reflect the year-on-year trend of standards being above or well above average. The dip in 2003 was the result of a year group which was not strong academically as there was a higher proportion with special educational needs. The school

has identified a trend of underachievement by boys in comparison with girls and is revising the curriculum to make it more appealing to boys.

Pupils' attitudes, values and other personal qualities are **very good**. Their attitudes to school and behaviour are very good. Relationships are very good and both pupils and parents value the 'buddy system' whereby pupils in Year 2 care for and look after younger children in reception. Provision for spiritual, moral, social and cultural development is good, with assemblies making a strong contribution to this. Attendance is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. Teaching and learning are **very good** and have a positive impact on the standards achieved. Classroom assistants make a significant contribution to pupils' learning. Relationships between pupils and teachers are very good. Teachers ask challenging questions which motivate pupils to learn. However, teachers do not plan sufficiently for pupils to use and apply ICT and numeracy skills in other subjects. The assessment of pupils' work is good. Pupils enjoy lessons and work hard. They show a particular enthusiasm for writing where they show impressive levels of concentration as well as high standards.

The curriculum is good. Opportunities to enrich pupils' learning outside the classroom are very good and pupils benefit from an impressive range of clubs, visitors and educational visits. Accommodation and resources are satisfactory, although unreliability of computers contributes to pupils' use and application of ICT skills in other subjects being underdeveloped. The school makes very good provision for pupils' care and welfare. Links with parents are excellent and those with other schools and the Chertsey Partnership are very good. Links with the community are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **very good**. Governance is good. There are strengths in the governors' support for the school and financial management. The leadership of the headteacher is very good and makes a significant contribution to the high standards achieved and the school's excellent relationships with parents. The leadership and management of key staff are very good and contribute successfully to the shared vision and strong teamwork aimed at giving the pupils in the school a very high quality of education.

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

Parents are very enthusiastic about and totally delighted with the school. In the questionnaire nearly all the parents agreed or strongly agreed with every question; this is exceptional. Parents value the fact that they can approach staff and the headteacher at any time. Pupils like school and value their teachers and the support they receive from them.

## **IMPROVEMENTS NEEDED**

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

- develop the pupils' use and application of ICT and numeracy skills in other subjects, and improve the reliability of the computers.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **well above average** in reading, writing and mathematics. Achievement is **very good**.

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

- Pupils' reading, writing and number skills are very good.
- Pupils make very effective use of their literacy skills in other subjects.
- The use of numeracy and ICT skills in other subjects is underdeveloped.
- Achievement in the Foundation Stage is very good.

#### **Commentary**

1. Children start school at the start of the academic year in which they will become five. They start school with standards expected for four-year-olds. As the result of very good teaching in reception their achievement is very good and by the end of their reception year, children meet the expectations of the Early Learning Goals in all areas of learning. Most are on course to exceed these goals.

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

Standards in:	School results	National results
Reading	16.8 (15.9)	15.8 (15.7)
Writing	16.1 (13.9)	14.6 (14.6)
Mathematics	17.3 (14.4)	16.2 (16.3)

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

2. Results of the Year 2004 National Curriculum assessments for pupils in Year 2 were well above average in writing and above average in reading and mathematics in comparison to all schools nationally. When compared to similar schools, results were well above average in writing and mathematics and above average in reading. The proportion of pupils achieving the higher Level 3 was well above average in reading and mathematics, and above average in writing. These results showed a significant improvement over results in 2003 when the year group was not as academically strong. The 2004 results confirm the overall trend of recent years which shows standards in reading, writing and mathematics to be above or well above average. Results over recent years in the school are linked to the national trend which indicates that boys do not achieve as well as girls. Through effective tracking of pupils' progress by gender, the school has identified this as an issue and is currently in the process of revising its curriculum to make it more appealing to boys.
3. In the current Year 2, standards are well above average in reading, writing and mathematics and pupils' achievement is very good, especially for more-able pupils who are challenged in their learning. Standards in science are above average, with strengths in pupils' investigative and experimental work. Despite falling rolls and an increase in the proportion of pupils with special educational needs, the high standards

have been maintained since the previous inspection. Pupils' key skills in reading, writing and number are very good. Pupils make very effective use of their literacy skills when working in other subjects. However, the use of numeracy skills, particularly in science is underdeveloped.

4. There has been a significant improvement in ICT since the previous inspection and standards have risen from 'poor' to meeting national expectations for seven-year-olds. There are strengths in pupils' key skills in using the mouse and in loading, saving and printing their work. However, pupils' use and application of ICT skills in other subjects is underdeveloped. Standards in religious education meet the expectations of the locally-agreed syllabus. Insufficient lessons were seen in other subjects for judgements to be made about standards.
5. The achievement of pupils with special educational needs is good. They make good progress as measured against the targets in their individual education plans. Pupils receive high-quality support from teachers and teaching assistants in their learning. Although they receive no additional funding, the achievement of Travellers is good.

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

Pupils' attitudes and behaviour are **very good**. Spiritual, moral, social and cultural development are **good**. Attendance is **good**.

### **Main strengths and weaknesses**

- Pupils' relationships with others are very good.
- The school has high expectations of pupils' conduct.
- Pupils have a desire to learn and are interested.
- Pupils develop very good confidence and self-esteem.
- Assemblies make a strong contribution to pupils' spiritual, moral, social and cultural development.

### **Commentary**

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

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.6
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.*

6. The school promotes, rewards and encourages attendance very well. Pupils and parents are made very aware of the importance of good attendance. However, a few parents still do not inform the school of the reasons for absence, which results in comparatively higher instances of unauthorised absence. The youngest children settle very well and leave their parents readily at the start of the day. Pupils are punctual, which results in minimal disruption to lessons.
7. Pupils like school very much, feel secure and are enthusiastic. They are happy and show respect even when adults are not present. They show a lot of interest in their work, involving themselves fully in what the school provides. For example, in a reception lesson they were eager to learn and took delight in recognising shapes, and

in being able to place them successfully into sets of similar attributes and recognise when shapes were in the wrong sets.

8. Pupils behave very well and demonstrate good self-control. Staff have high expectations for behaviour. Inappropriate behaviour is always challenged with the result that there is little disruption to learning. Pupils' relationships with others are very good. They are friendly and there is a strong sense of community. For example, older pupils act as buddies for the younger ones to make sure that they feel fully part of school life. They take care of their own and others' property and take pride in their school. Play times, break times and mealtimes are well supervised and are characterised by friendliness, calmness and happiness. Smiling faces are a feature.
9. Pupils gain in confidence as they move through the school. Questioning by teachers ensures that children are given opportunities to speak in front of others. They are articulate, can express their views and delight in talking about their work. They are learning to be self-controlled, become more self-assured and listen to others well. Pupils engage well in the range of responsibilities given to them and carry them out willingly and with pride.
10. Lessons are made interesting with well-chosen activities which make learning enjoyable. For example, in a Year 2 art and design lesson, pupils were stimulated by drawing a plan of a room in a lighthouse. Their productivity and quality of work was impressive because they were motivated by the task.
11. Spiritual, social, moral and cultural development are good. In an assembly, pupils associated the lighting of candles with thinking about the 'Three Wise Men'. They sang, with joy the song, 'Light a little candle in my heart to shine through the world'. Pupils have an emerging appreciation of cultural diversity. For example, they are beginning to explore a range of cultures through learning about food and dress in different parts of the world, such as India, Africa and China. Pupils become morally aware and can distinguish right from wrong. They think through the consequences of their own and others actions.
12. There were no exclusions in the previous year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **very good**. The curriculum is **good**, with curriculum enrichment **very good**. Care and welfare, together with support and guidance are **very good**. Links with parents are **excellent** and those with other schools **very good**.

### **Teaching and learning**

The quality of teaching and learning is **very good**. Assessment is **good**.

### **Main strengths and weaknesses**

- There has been good improvement in the quality of teaching since the last inspection.
- Teaching and learning in the Foundation Stage are exciting.
- Teachers and pupils enjoy very good relationships.
- Assessment of pupils' learning is good.
- Lessons are very well planned.

- Insufficient use is made of ICT and numeracy to support learning in other subjects.

## Commentary

### **Summary of teaching observed during the inspection in 15 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	5	2	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.*

- Parents feel that teaching and learning are of a very high standard and inspectors agree with this. Pupils like their teachers and most feel that they find out many new things in lessons. In 1999, teaching was good and since then there has been good improvement, especially in the increase of very good lessons. No unsatisfactory teaching was observed during the inspection.
- Children in the Foundation Stage get off to a very good start because all the areas of their learning are interwoven and taught in a natural and very meaningful way. Staff have a very good understanding of how children learn and skilfully organise activities to make best effect of whole-class teaching and small group-based activities. Adults are always very enthusiastic, which motivates the children to try new things and take risks so that they make very good progress in their learning.
- In all classes, teachers get the best out of pupils because they set them high challenges and enjoy working together. Pupils show a very good ability to work co-operatively; they have very positive attitudes to learning and also display the confidence and ability to work very well independently. Incidences of poor behaviour are extremely rare and are dealt with very effectively so that no time is lost. Teachers frequently praise pupils and smile so that throughout the school there is a very happy and purposeful ethos.
- There has been good improvement in the use of assessment procedures so that planning for appropriate challenges for all levels of ability is ensured. In the Foundation Stage, these arrangements are very good. The reception class teacher sets the scene by systematically recording the progress children make. She uses this information very well to set new challenges which contribute significantly to the rapid pace in children's learning. Very good links between classes mean information is shared well between staff ensuring a very smooth transition from reception to Year 1 where the pupils continue to achieve well. The very high standards pupils achieve in Year 2 are enhanced by the sharing of teachers' skills and their very good knowledge of where pupils are and what they need to learn next. Marking of pupils' work mainly shows some useful pointers to guide pupils in how to develop their ideas, skills and understanding.
- Teaching methods are very good, as there is a clear balance between teacher-directed activities and opportunities for pupils to work independently. There is a strong emphasis on developing skills of literacy and numeracy and in helping pupils to develop social skills. Teaching and learning opportunities are very good for all pupils including Travellers and those with special educational needs. Teaching assistants give highly effective help, explaining new ideas clearly, questioning pupils well and

allowing them time to compose their answers which are always valued. This resulted in all pupils achieving very well because their self esteem is raised.

18. At the time of the previous inspection it was reported that little use was made of ICT or numeracy to reinforce teaching in other subjects. It continues to be the case that teachers are not promoting these skills sufficiently to add interest and depth to pupils' learning.

## **The curriculum**

The curriculum is **good**. Curriculum enrichment is **very good**. Accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- Curriculum enrichment is enhanced through an impressive range of clubs, visits and visitors.
- Provision for pupils with special educational needs is good.
- Provision for more-able pupils is good.
- Resources for ICT are unreliable.
- Each and every pupil is included in all aspects of school life.
- The provision for personal, social and health education (PHSE) is good.

## **Commentary**

19. The school provides pupils with their full entitlement to the National Curriculum and religious education. It is imaginative and creative in its current revision of the curriculum in order to promote effective cross-curricular links and to make the curriculum more accessible and meaningful for boys. Whilst there are strengths in the provision for pupils to use and apply literacy skills across the curriculum, provision in numeracy and ICT is not embedded as an integral part of teachers' planning. For children in the reception class, all six areas of learning are incorporated very successfully into the curriculum and the provision of learning resources is satisfactory. Since the last inspection, the accommodation for children in the reception class has been improved significantly. This has helped to improve children's learning. Access to the outside area is restricted and there is no grassed area for them to play on, nor is there any covered area to protect them from the elements.
20. A significant strength of the curriculum which is recognised and highly valued by parents is the rich range of learning opportunities provided for pupils through the use of educational visits and the welcoming of visitors to the school. In addition, for an infant school, there is an impressive range of after-school clubs. Curriculum enrichment linked to the school's effective provision for PHSE makes a significant contribution to pupils' learning and to their spiritual, moral, social and cultural development.
21. The school meets fully the requirements of the Code of Practice for pupils with special educational needs. Pupils' individual education plans are of good quality and contain realistic yet challenging targets. Teachers and teaching assistants provide high-quality support for these pupils. In addition, the school meets effectively the learning needs of more-able pupils through strong curriculum planning and this contributes significantly

to their very good achievement and the above and well above average proportions of pupils achieving the higher Level 3 in National Curriculum tests.

22. Parents truly appreciate the way in which all pupils in the school are treated equally and fairly. The school promotes equality of opportunity at every stage, with each pupil respected and valued as an individual. It is taking positive steps to make learning more appealing to boys. All pupils, including Travellers and those from minority-ethnic families are included fully in all aspects of the school's life.
23. Resources have improved significantly since the previous inspection. Whilst the school, immediately following the last inspection, upgraded its computers, many of these are now unreliable and past their 'sell by date'. Unreliability restricts teaching and learning and allows too few opportunities for pupils to use and apply key ICT skills. Equally, teaching is impeded because of the lack of resources in ICT to teach whole-class lessons.

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

**Very good** steps are taken to ensure the care, welfare, health and safety of pupils. Support, advice and guidance based on monitoring are **very good**. These are improvements on the last inspection. The way in which the school seeks pupils' views is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' relationships with adults are excellent.
- Arrangements for children starting school are excellent.
- Care and protection of pupils are very good.
- Pupils are known very well as individuals by all staff.

### **Commentary**

24. Child protection has a very high profile and the best interests of children are central. It is handled sensitively, effectively and promptly. Staff always work in the best interests of all pupils to safeguard their welfare. Child protection is well supported by very effective and thorough procedures, through which the school, parents and other appropriate agencies work together well.
25. The school ensures that pupils work in a healthy and safe environment very well. All reasonable steps are taken to keep children safe and protect them from injury or ill health. The health and safety policy is appropriate and provides clear guidance on the important issues. Inspections of school premises are carried out with governor involvement. Risk assessment is thorough with appropriate recommendations implemented.
26. The school provides a very secure, supportive, caring environment where pupils feel very safe and happy. Relationships with adults are excellent and characterised by an ethos of trust. If they have a problem, pupils are confident they can go to an adult and get help. On occasions, children were seen talking to staff, who listened carefully and always provided help or re-assurance. An outstanding example of the care for children

is the support for individual pupils, identified as having specific needs, provided by professional child counsellors who come into school regularly.

27. The school has very good procedures to monitor personal development. This has a significant impact on the development of pupils' personal qualities. They are rewarded for being kind and thoughtful by having their name put on the 'Caring Tree'. Staff address the individual needs of each pupil very well and they have strategies fully to develop the potential of every pupil.
28. Good behaviour and attitude to work are recognised and rewarded accordingly. Pupils understand the consequences of anti-social behaviour. They are being helped to become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living. The school equips pupils very well with the skills necessary to move on to the next stage in their education and eventually become good citizens. The school council makes a strong contribution to the development of citizenship as well as allowing pupils to express their views on the school.
29. Induction arrangements for the youngest children into school are flexible enough to suit the needs of children as individuals. This ensures that all are assured of a caring and sensitive beginning to their school life, which helps them to settle in very well. This is based on quite outstanding opportunities for parents and their children to get to know the school, supported by good information and home visits prior to starting. Thorough assessment of each child ensures that potential is identified early.

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

The school's partnership with parents is **excellent** and links with other schools are **very good**. Links with the community are **good**.

### **Main strengths and weaknesses**

- Links with parents and support for parents are excellent.
- The school's procedures to ensure parental satisfaction are excellent.
- The school uses its partnership with other schools and the broader community very well.

### **Commentary**

30. Parents are well informed by regular, well-presented newsletters. The prospectus is of good quality and communicates well what the school does. There are very good opportunities to receive information on their child's progress throughout the year. Information for parents whose children have special educational needs is very good. The annual reports to parents on their child's progress are detailed and enable parents to understand their child's progress very well. Appropriate targets are set.
31. Parents hold the school in the highest possible regard. They are very pleased with what the school provides. This was summed up by the comment of one parent who said, "I feel very privileged that I found a school like this for my children to attend". The school encourages a strong sense of partnership based on mutual trust and confidence. The school is an open door environment, very welcoming to parents, which results in excellent relationships. Parents are committed to the school and a small number provide help to the school. Parents come into school before it starts on

two mornings of the week to support their children in reading and in mathematics activities.

32. If parents are concerned about anything they are confident to approach the school for resolution. Parents are very appreciative that their children receive the help and support they need. The school provides very good opportunities to help parents support their children's' learning through providing information on what topics are to be covered and meeting regularly with parents to explain how and what their children will be taught. Parents take part and support teaching and learning in themed weeks.
33. The Friends Association is impressive in arranging events which raise significant funds. They have used these funds recently to provide musical instruments and physical education equipment and are currently raising money for a climbing frame and playground equipment. Their support is much appreciated by the school.
34. Visitors give pupils a good understanding of those who work in the community; this contributes to their personal development. The school uses the surrounding community well to enhance the learning of its pupils. The school very effectively uses its membership of the Chertsey Partnership for the benefit of its pupils. This partnership helps through the sharing of expertise, resources such as those for art and design and in its work in supporting families.
35. Parents of children in the Foundation Stage have a very good relationship with the school. They are encouraged to bring their children in and are happy to talk to staff and receive support to help their children settle in. This means that children are very happy to leave their parents and parents feel that they are beginning a real partnership with the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher and key staff are **very good**. Governance of the school is **good**. The effectiveness of management is **very good**.

### **Main strengths and weaknesses**

- The headteacher and key staff provide very good leadership.
- The governing body is very supportive.
- Efficient systems are in place to ensure the school runs very smoothly.
- Financial management of the school is good.

### **Commentary**

36. The headteacher works very hard and is strongly committed to the school and its community. She is determined to maintain and further improve the very high standards the school achieves. Governors and parents have the highest regard for her leadership and support her very clear vision of how to improve the school. The headteacher enjoys very good relationships with key staff who are very hard working and share their expertise well so that pupils benefit from their united skills. Together with the teaching and learning support assistants, the staff have implemented successful strategies to rectify areas of weakness, such as the underachievement of boys.

37. The governing body is very proud of their school and is very aware of the challenges facing it in view of the small number of pupils on roll. Although most members of the governing body are unable to be in school to observe pupils' learning, they are effective in ensuring all statutory requirements, such as health and safety are met. They are working hard to seek ways to maintain current staffing levels in order that all pupils should benefit from teaching and learning delivered to small classes. The school believes strongly in equal opportunities and this is reflected in the excellent way in which all pupils, including Travellers and those with special educational needs have access to a very wide and varied curriculum.
38. The school's improvement plans are very good and focus clearly on what is needed to improve standards. This is a major improvement on the findings of the previous inspection. Induction procedures are now very good and the monitoring and evaluation of the curriculum and of teaching and learning is rigorous. To maintain this very high standard there is a well established performance system which includes a professional development programme for all staff which is linked to the improvement plans.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	251,336	Balance from previous year	28,994
Total expenditure	256,538	Balance carried forward to the next	23,792
Expenditure per pupil	4,664		

39. The budget carry forward is to enable the school to maintain having three classes. The principal aid to the school's future development is the dedication of all the staff, governors and parents to working together for the continuing success of the school. The principal constraint imposed by the lack of funds is to maintain the current staffing ratio and the teaching of pupils in separate year groups.

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

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

Provision for children in Reception is **very good**. This is an improvement on the findings of the previous inspection.

40. There are 19 children of reception age who are provided with a curriculum which meets their needs very well. Improvements have been made to the reception classroom and the outdoor area where staff set up a variety of activities which stimulate learning. On entry to school, the attainment of the majority of children is at the expected level. By the end of the year, it is likely that almost all children will reach the expected standards in all areas of learning and that most will exceed these levels.
41. Teaching and learning are very good in all areas of learning. Assessment arrangements have improved; they are very thorough and track pupils' achievements very well. Staff work very hard to provide children with a wide range of interesting activities and children achieve very well in all areas of learning. Management and leadership of the Foundation Stage are very good and a thoughtful and sensitive induction programme ensures children's admission into school is very smooth.

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

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

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

- Adults and children enjoy very good relationships.
- Children achieve very well and develop very good attitudes and behaviour.

#### **Commentary**

42. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception. The very good teamwork of the staff ensures that all children are provided with a warm and caring environment where they settle very quickly and participate enthusiastically in the activities set. Staff make very good use of praise to motivate children so that they develop high self-esteem and are very keen and eager to learn. The majority of children are confident to tackle activities independently, negotiate well with their peers and remain on task while the few who are unsure are well supported. The school values parents as partners in children's education and parents support children very well both with homework and as helpers in the class.

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

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

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

- Children are articulate and participate very well in discussions.
- Children have good pencil control.

## **Commentary**

43. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception. Staff make sure all children have many opportunities both to speak and to listen in class activities and extend their vocabulary very well. Children listen attentively as the teacher reads stories with very good expression and they are confident to describe the moon as 'crescent shaped'. More-able children read short simple sentences confidently and with expression while less-able children search for information from the pictures in stories and are keen to discuss their findings. Most children write simple words from memory and more-able children recognise that capital letters should be used to start a sentence. There is a high focus on forming letters correctly so that all children are developing good handwriting skills.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Activities are enjoyable with a high practical emphasis.

## **Commentary**

44. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception. The very good balance of class teaching and group work enables pupils to have plenty of instruction and practice to develop their mathematical skills very well. Most children recognise and describe shapes accurately and order them in sets. More-able children solve problems involving 'more and less' up to 20 and use the term 'double' in their calculations. Staff encourage children to 'check' their answers and thus help them to develop more accuracy and responsibility for their own learning. Less-able children recognise numbers on dice and count forwards and backwards in familiar contexts.

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

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

### **Main strengths and weaknesses**

- Activities and resources are very well organised to promote learning.

## **Commentary**

45. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception. Lessons are very well planned and learning is fun. All children are given very good opportunities to develop in their 'role as scientists' as they notice, investigate, predict, and explore changes in the environment, such as when an alka-seltzer tablet is dropped into water or when a balloon is released. New vocabulary is well promoted and children are very eager to learn and concentrate very well. Staff use questioning very effectively to test children's knowledge and then give

very good explanations which further their understanding. All children are confident to control the mouse, to select programs and to use listening centres.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

Children are developing very good control.

### **Commentary**

46. Children are very keen to demonstrate their manipulative skills as they handle tools and equipment confidently and competently in activities which have been planned with a very clear focus for learning. They play together very well as they use a good selection of construction materials. All children show a very good awareness of themselves and others as they co-ordinate their movements very skilfully to portray how they would 'stretch like tall rockets' in their travel to the moon. Access to the outdoor environment is limited and there is no grassed area for children to play. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children benefit from high-quality role play.

### **Commentary**

47. Teaching and learning are very good and most pupils exceed the Early Learning Goals by the end of reception. Children have many good opportunities to experiment with colour, to paint, to use crayons and to develop three-dimensional art. Very good use is made of role-play activities to promote children's imaginative and social skills.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils are motivated and enthusiastic writers.
- Teaching of key skills is very good.
- Pupils make very effective use of literacy skills in other subjects.
- Pupils' independent learning skills are very impressive.

## Commentary

48. Results of the 2004 National Curriculum tests for pupils in Year 2 were above average in reading and well above average in writing in comparison with all and similar schools nationally. The proportion of pupils achieving the higher Level 3 was well above average in reading and above average in writing. Care must be taken when analysing these results as the numbers of pupils involved are very small and results may vary considerably from year to year. The 2004 results confirm the overall trend of high standards which have been maintained since the previous inspection. The dip in standards in 2003 related to a year group which was not academically strong. There is a trend which shows that boys do not achieve as well as girls. From its own tracking of pupils' progress, the school is aware of this gender issue and is taking steps to make the curriculum more appealing to boys. Statistics show that historically a higher proportion of boys are identified with special educational needs than girls.
49. In the current Year 2, standards are well above average in reading and writing. The achievement of pupils, including Travellers and those with special educational needs, is good. The achievement of more-able pupils is very good. There is currently no significant difference in the achievement of boys and girls.
50. Pupils are very enthusiastic in English lessons. At the end of lessons, they burst with a desire to read their work to their classmates. In turn, the audience smile with appreciation and spontaneously applaud the efforts of the reader. Speaking and listening skills are strong and there is a significant strength in the way that pupils listen to and value the opinions of each other. They readily engage in conversation with adults. Pupils enjoy reading and most are established and confident readers. More-able pupils read fluently and with good expression. They show a good recall of the plot and characters in the stories they read. When meeting new and/or unfamiliar words, they use their knowledge of letter sounds especially well which reflects the strength in the teaching of key skills.
51. A significant strength is pupils' enthusiastic approach to writing. In a Year 2 lesson, there were cheers of delight when pupils were told they would be writing character descriptions based on their work linked to the story of 'The Lighthouse Keeper's Lunch'. Because they are motivated to write pupils, including boys, achieve high standards. Pupils write imaginatively, especially in stories and show good standards of spelling, grammar and punctuation. More-able pupils confidently use speech marks, exclamation marks and question marks. The levels of sustained concentration when pupils write are exceptional. Pupils take great care and pride in their work, with standards in handwriting being particularly impressive. They truly are motivated and enthusiastic learners when they write.
52. Teaching and learning are very good and have a significant impact on the standards achieved. The teaching of key skills is a strength in Year 1 and Year 2 and builds successfully on the very good teaching of communication, language and literacy in reception. The teaching of letter sounds is especially effective and there is very strong reinforcement by teachers and teaching assistants that pupils should apply these skills in their reading. Work is planned carefully and meets successfully the learning needs of all pupils. Teaching assistants provide very effective support for pupils with special educational needs and this impacts positively on their good achievement.
53. Leadership and management are very good and make a strong contribution to the standards achieved. Effective tracking of pupils' learning by gender has identified that

boys historically have not achieved as well as girls and led to the curriculum being modified to make it more appealing to boys. As a result, boys now achieve as well as girls. Resources are good and pupils' reading skills benefit from a good range of books both in classrooms and the library.

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

54. This is a significant strength. Pupils are successful in using and applying their skills when writing in other subjects, especially in science and religious education. Reading skills are used effectively when carrying out research, including using the Internet and CD-ROMs to support learning in science, geography and history.

### **MATHEMATICS**

Provision for mathematics is **very good**.

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

- Standards are well above the expected levels.
- Teachers have very high expectations of pupils.
- Pupils are motivated and enthusiastic learners.
- Subject leadership and management are very good.
- Little use is made of numeracy to enhance other subjects.

#### **Commentary**

55. The 2004 National Curriculum test results for pupils in Year 2 showed standards in mathematics were above the expected levels with almost half of the pupils gaining the higher Level 3. These results are similar to those found at the time of the previous inspection and a big improvement on last year. Most of the pupils gaining the higher levels were girls who significantly outperformed boys. Care must be taken when analysing these results as the numbers of pupils involved are very small and results may vary considerably from year to year. Even so, the school is aware of these differences and has analysed the reasons for them.
56. In the current Year 2, standards continue to be above the expected levels and all pupils, including Travellers and those with special educational needs, are achieving very well. There are no significant differences in the achievement of boys and girls in the current class.
57. Teaching and learning are very good and this has a significant impact on the standards pupils achieve. Very good relationships exist in all classes and teachers challenge pupils effectively; they also use praise well which inspires them to work at higher levels. Examples of very good teaching were seen in Year 2 where more-able pupils worked in a systematic way as they solved problems and gave clear explanations for their findings. Less-able pupils were confident to use whiteboards independently to record their answers. The pace of the lesson was brisk and this helped maintain pupils' interest.
58. Pupils are very well behaved and display very positive attitudes to their work. There are now sufficient resources for all pupils and they are put to very good use. In Year 1, teaching assistants work closely alongside less-able pupils as they guide, check and reinforce elements of place value. Parents take great interest in their children's

learning and are very happy with the progress they make. All of these factors contribute to their high levels of achievement.

59. Leadership and management are very good and impact positively on the standards achieved. Better use is made of assessment than at the time of the previous inspection and this is helping teachers to plan demanding work for the higher attaining pupils and to provide challenges for the boys who were in danger of underachieving. Monitoring of teaching and learning in mathematics has improved and the subject leader now checks regularly on the amount of progress made by individual pupils.

### **Mathematics across the curriculum**

60. Insufficient use is made of mathematics to aid pupils' learning in other areas of the curriculum. For example, in science, geography and design and technology pupils have few opportunities to use mathematical skills of measuring and calculating to good effect.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils' skills in investigative and experimental science are good.
- Pupils use their literacy skills effectively.
- Teachers have high expectations of pupils' work.
- Use and application of numeracy and ICT skills are underdeveloped.

### **Commentary**

61. Standards in science are above average and the achievement of all pupils, including Travellers and those with special educational needs, is good. The achievement of more-able pupils is very good. There is no significant difference in the achievement of boys and girls. Standards have been maintained since the previous inspection.
62. There are significant strengths in pupils' work in the investigative and experimental aspect of the subject. When carrying out experiments, pupils are confident in making predictions, with more-able pupils recognising the need for a 'fair test'. Many pupils are able to draw conclusions from their results. They have a good understanding of electricity, including how to make circuits. Pupils make very effective use of their literacy skills when producing written reports on their experiments and investigations. In addition, diagrams are well drawn and neatly labelled. However, there is little evidence of the use of numeracy skills in recording measurements or in the use of charts, diagrams or graphs to display results. The use and application of ICT skills is underdeveloped, especially as an aid to presentation. However, there are examples of pupils using successfully CD-ROMs to find out, for example how a pulley works.
63. Teaching and learning are good and have a positive impact on the standards achieved. Pupils enjoy science lessons and clearly take great care and pride in the

way they present their written work. Teachers have high expectations of pupils and this is reflected in the very good achievement of more-able pupils. The strong emphasis on experimental and investigative science is a particular strength of teaching. Good displays show that pupils' work is valued and celebrated. Teachers make effective use of resources to support pupils' learning, including educational visits, for example to the Brooklands Transport Museum.

64. Leadership and management are good and make a positive contribution to the standards achieved. The co-ordinator monitors teaching and learning and has a good understanding of where pupils are in their learning. She makes effective use of assessment procedures to track the progress of individual pupils, including by gender. The co-ordinator ensures that consumable resources are regularly updated and effectively support teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' key skills are good.
- Pupils have insufficient opportunities to use and apply these skills in other subjects.
- Unreliability of computers restricts teaching and learning.
- Pupils enjoy using the Internet and CD-ROMs to carry out research.

### **Commentary**

65. By the end of Year 2, standards meet national expectations and the achievement of all pupils, irrespective of ability, gender or ethnicity, is good. This is a significant improvement over the previous inspection when standards were judged to be 'poor'. Standards have improved as the result of stronger teaching linked to the provision of updated resources immediately following the inspection. However, those resources are now reaching the end of their life expectancy and the increasing unreliability of computers is frustrating for teachers and pupils alike.
66. Pupils are very secure with key skills. They are confident in loading previously-saved work from file and know how to print their work. Pupils are secure in using the mouse to 'click and drag' and most use the keyboard confidently. Pupils show good skills in using the word-processor for writing and know how to edit work using 'backspace' and 'delete'. More-able pupils use bullet points, for example when writing recipes. Pupils' use and application of literacy skills is good. They are confident in using the 'tools' within a graphics program to create imaginative pictures.
67. Teaching and learning are satisfactory. Teachers are confident with their subject knowledge and planning is much improved since the previous inspection. Key skills are taught successfully. Teaching is impeded by the unreliability of hardware and the lack of equipment to be able to teach the whole class. As a result, pupils do not have sufficient opportunities to use and apply key skills across the curriculum. Pupils enjoy ICT lessons and show good levels of concentration and perseverance but do become disheartened when, for example the mouse 'freezes'. Pupils work together successfully and with great enjoyment when they use the Internet and CD-ROMs for research to support their learning.

68. Leadership and management are satisfactory. The co-ordinators are aware of the need to improve resources and to maintain and increase levels of teachers' confidence in teaching the subject.

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

69. Whilst there are good examples of pupils' use of word-processing skills, for example in written accounts of the Jewish festival of Hanukkah, these are a rarity. There is little evidence of pupils using and apply ICT skills, especially in numeracy and science. Use and application of key skills are underdeveloped.

### **HUMANITIES**

Insufficient lessons were timetabled during the two days of the inspection to allow for judgements to be made on provision in geography and history,

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils enjoy their learning because activities are well planned.

### **Commentary**

70. Standards meet the expectations of the locally agreed syllabus as they did at the time of the last inspection. In the one lesson observed, teaching and learning were good as was pupils' achievement.
71. Pupils in Year 1 joined in a lively discussion about occasions such as weddings when they have visited a church. The teacher was successful in encouraging pupils to identify the features of a church which make it special. Good links were made to literacy and to ICT as pupils eagerly gathered information about the stained glass windows and the purpose of the lectern and font.
72. Analysis of work and talking to pupils in Year 2 shows that they have satisfactory knowledge of major religions and also of Bible stories, such as David and Goliath.
73. Leadership and management are satisfactory. The co-ordinator works hard to support teaching and learning in the subject.
74. In **geography**, pupils in Year 1 have a good understanding of the immediate locality and key features of the local environment. They draw good maps and have the ability to produce a key for their maps. In Year 2, pupils develop an understanding of the wider world when they look at the process of how sugar reaches their homes from being a crop. Pupils make effective use of their literacy skills, especially in labelling maps and diagrams.
75. In **history**, pupils develop a good understanding of chronology through looking at their own families and the different generations within them. Pupils are aware of key historical events and people, including the Great Fire of London and Florence

Nightingale. Pupils' understanding of the past is reinforced through a good range of visits and visitors and 'history weeks' when for example Ancient Greece is the focus of learning. Pupils make good use of their literacy skills when writing in history.

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

During the two days of the inspection, insufficient lessons were timetabled to allow for judgements to be made about provision in art and design, design and technology, music and physical education.

76. In **art and design**, only one lesson was observed where teaching and learning were good and pupils in Year 2 achieved well. The teacher promoted pupils' thinking and literacy skills well as they investigated the shape and size of lighthouses and began to draw plans. Work on display and discussions with pupils show that they have satisfactory opportunities to use a range of media and materials. Throughout the school, there is a wide variety of attractive displays which are clearly labelled to give information as to the techniques used and to celebrate pupils' achievements.
77. In **design and technology**, discussions with pupils and an analysis of work show that pupils enjoy and experience a suitably wide range of materials. Year 2 pupils explain clearly the procedures for making ginger biscuits and how to assemble a lighthouse.
78. In **music**, pupils sing tunefully in assemblies and there are good opportunities for them to participate in Christmas productions which are well attended and enjoyed by all. In addition to this, the school provides clubs for recorders and many pupils take this up.
79. In **physical education**, pupils know the importance of having a warm-up and cool-down at the start and end of lessons and they know how exercise affects their hearts. In dance, pupils in Year 2 show good skills in linking sequences of movements. Pupils have a good awareness of space. They clearly value and appreciate the performance of others when they watch and evaluate their sequences. A strength of the one lesson observed was the very effective use of music in the warm-up and cool-down.

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

### **Personal, social and health education**

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

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

- Pupils' personal, social and health education and citizenship have high priority in the school.
- The school council helps to promote pupils' awareness of healthy issues and the needs of others.

#### **Commentary**

80. Only one lesson was observed where the teaching, learning and achievement were judged to be satisfactory. This area of the school's provision is seen as crucially important by all staff, and is embedded in many areas of the school's work. The impact of provision is self-confident pupils who, as they move through the school,

develop a very good sense of responsibility and awareness of the effect of their behaviour on others. Very good relationships pervade the whole school ensuring pupils feel very well involved in their learning and are confident to take part in new activities.

81. The school council motto is for each child to 'feel happy, healthy and safe'. Pupils have been influential in supporting the 'Healthy School Award' project and members of the council are very aware of their role within the school and take their responsibility very seriously. Pupils learn important values that allow them to make decisions for themselves and take responsibility for their actions. Through fund-raising efforts they have sponsored a child in India to raise awareness of poverty in the world.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
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>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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