

# INSPECTION REPORT

## **ST MATTHEW'S C OF E (AIDED) INFANT SCHOOL**

Downside, Cobham

LEA area: Surrey

Unique reference number: 125178

Headteacher: Mrs R Crosby

Lead inspector: Mrs A M Grainger

Dates of inspection:

Inspection number: 267894

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant  
School category: Voluntary aided  
Age range of pupils: 4 - 7  
Gender of pupils: Mixed  
Number on roll: 72  
School address: Downside  
Cobham  
Surrey  
Postcode: KT11 3NA  
Telephone number: (01932) 863 212  
Fax number: (01932) 866 857  
Appropriate authority: The governing body  
Name of chair of Mrs B Taylor  
governors:  
Dates of previous 23<sup>rd</sup> - 25<sup>th</sup> February 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the small village of Downside, on the outskirts of Cobham. Only a few pupils live in the village and many travel from further afield, such as from Cobham, to attend the school.

With 44 boys and 28 girls on roll, the school is below average in size. In Years 1 and 2, there are significantly more boys than girls. Almost all pupils are white, and the vast majority are of British heritage. Although a few pupils have English as an additional language, none is at a very early stage of learning English. A few pupils have special educational needs. These pupils' needs cover a wide spectrum. No pupil is known to be eligible for free school meals. Almost all are from above average socio-economic backgrounds. Overall, children enter the Reception Year with attainment above that expected for their age.

Most teachers have joined the school since it had its last inspection in 1999. The headteacher joined the school only three weeks before the inspection, and there was also a change of headteacher two years ago.

In 2002, the school gained an Achievement Award for its performance in the end of Year 2 National Curriculum tests. In 2004, it gained the Investors in People award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English Mathematics Art and design Geography History Music English as an additional language
8992	Mr J Vischer	Lay inspector	
23385	Ms S Gerred	Team inspector	Areas of learning in the Foundation Stage Science Information and communication technology Design and technology Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Matthew's Church of England Aided Infant School provides a good education for its pupils.** As a result of good teaching, pupils achieve well in English, mathematics, science and design and technology. Presently, in Year 2, standards are well above the level expected nationally in English, mathematics and science, and are at the expected level in information and communication technology (ICT). The school is well led and managed, and it provides good value for money.

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

- Pupils' good achievement resulting from good teaching in English, mathematics, science and design and technology in Years 1 and 2.
- Pupils' good personal development, including their very good behaviour and relationships, and good attitudes to school.
- Insufficient challenge for the more capable pupils across the range of their schoolwork.
- Insufficiently high standards of handwriting and presentation.
- Good care for pupils' personal wellbeing.
- The strong partnership with parents, including the very good support of parents for their children's learning.
- Not enough planned provision for pupils' spiritual development or to prepare them for life in a culturally diverse society.
- The new headteacher's swift evaluation of the school and response to areas needing improvement.

Improvement since the school was last inspected in February 1999 has been good. The school has maintained very good performance in the National Curriculum tests. Strengths have also been sustained in pupils' personal development. The care for the pupils' welfare has improved. Satisfactory action has been taken on the main issues identified as needing development at the last inspection, with the most significant progress having taken place over the last year. The curriculum planning has been satisfactorily reviewed and assessment procedures have developed in all subjects. However, the school prospectus and governors' annual report to parents still do not provide parents with all the required information.

### STANDARDS ACHIEVED

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

*Key: A\* – top five per cent; 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' achievement is good overall.** In the present Year 2, standards are well above the level expected nationally in reading, writing, mathematics and science, and above the

expected level in design and technology. In all these subjects, pupils achieve well in relation to their capabilities and starting points. The exception is in handwriting, in which standards are not high enough. Achievement is satisfactory in ICT, and standards are at the level expected. This is also the case in the aspects of other subjects for which enough evidence was gathered to make a secure judgement. There are some examples of work at a higher level in art and design and in history.

In the Reception class, children's achievement is satisfactory. Standards are above the level expected nationally in communication, language and literacy, and in personal, social, emotional, and mathematical development. The strengths in children's attainment on entry to the school are maintained. Throughout the school, the few pupils with special educational needs or English as an additional language achieve as well as others. However, there is not always enough challenge for the more capable pupils across the full range of their school work to ensure that they consistently do as well as they should.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.** There is very good promotion of pupils' moral development and good promotion of their social development. The outcomes are evident in the very good behaviour and relationships. Pupils' spiritual and cultural development is satisfactory. However, there is a lack of planned opportunities for these areas across the subjects. Whilst pupils' understanding of British cultural heritage is covered well, the school does not do enough to develop their awareness of the rich cultural diversity of modern society.

## **QUALITY OF EDUCATION**

**The quality of education, including the teaching, is good overall.** Teaching ensures that pupils achieve well in Years 1 and 2 in English, mathematics, science, and design and technology. In ICT, teaching and learning are satisfactory, as they are in the Reception Year.

Strengths in teaching include the teachers' good subject knowledge, organisation of lessons and use of the other adults present to support pupils' learning. Although teaching is good overall, there are some areas requiring improvement. The most capable pupils are not always challenged well enough. Marking does not provide pupils with enough guidance for improvement or pick up sufficiently on the weaknesses in pupils' handwriting and presentation. Pupils' good attitudes to work support their learning well.

The range of learning opportunities is satisfactory overall, with some good links made between different subjects. There is an effective emphasis on English, mathematics and science. A good range of additional activities enhances the day-by-day lessons.

The good partnership with parents, particularly the very good involvement of parents in supporting their children's learning, makes a significant contribution to pupils' good achievement. The school creates a climate supportive of learning, and gives effective attention to pupils' personal wellbeing.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The recently appointed headteacher has successfully identified the school's strengths and weaknesses. She is building well on previous evaluations of the school's effectiveness. She knows what needs to be done next to move the school forward, including the need to involve the co-ordinators more in evaluating teaching in their subjects. She has the support of the staff and there is a

clear and shared commitment to improvement. Governance is satisfactory. Apart from the omission of some of the required information in the prospectus and the governors' annual report to parents, governors ensure that statutory requirements are met.

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

Parents are very pleased with the school. They value the school's family atmosphere and the care provided for their children, as well as the school's success in the National Curriculum tests. Pupils like school and enjoy the activities provided.

## **IMPROVEMENTS NEEDED**

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

- Ensure that there is sufficient challenge for the more capable pupils across the range of their school work.
- Improve the standards of handwriting and presentation.
- Develop planned provision for pupils' spiritual development and to prepare them for life in a culturally diverse society;

**and, to meet statutory requirements:**

- Ensure that the prospectus and governors' annual report include all the required information.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is good overall, but it is satisfactory in the Reception Year. Standards in Year 2 are well above the level expected nationally in English, mathematics and science. They are at the expected level in most other subjects, including information and communication technology (ICT).

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

- The school performs very well in the end of Year 2 National Curriculum tests.
- Pupils do well in relation to their starting points and capabilities in English, mathematics, science and design and technology.
- The more capable pupils are not always pushed on well enough in their day-by-day schoolwork.
- Standards of handwriting are not good enough.

#### **Commentary**

1. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were in the top five per cent of schools nationally in reading. They were well above the national average in writing, and above it in mathematics. The picture is just as good in reading and writing when the results are compared with those of other schools with pupils from similar backgrounds. In comparison with the performance of similar schools, the mathematics results were broadly average. The school has maintained very good results in the national tests since the last inspection. In 2001 and 2002, the results were in the top five per cent of schools in all three areas.
2. The standard of schoolwork of pupils presently in Year 2 is well above the level expected nationally in reading, writing and mathematics. In 2004, the results had not been quite as good in mathematics as in reading and writing, because a few pupils performed at a slightly lower level than expected for their age in mathematics. This is not the case this year. Currently, in Year 2, almost all pupils are working at least at the level expected for their age across all strands of English and mathematics. A significant proportion of pupils reach the higher levels, particularly in reading.
3. In 2004, teachers assessed pupils' performance in science as well above the national average. Standards are equally high this year. As in English and mathematics, many pupils are working at a higher level than expected for their age.
4. Overall, pupils achieve well in Years 1 and 2 in English, mathematics and science, including the few who have special educational needs or English as an additional language. This good achievement is a direct result of good teaching, including focused support for those with special educational needs. It is also supported by pupils' positive attitudes to school and their enthusiasm for learning. Additionally, pupils benefit from the effective partnership the school has with their parents, particularly in supporting progress in reading. Parents make a very good contribution to their children's learning at home and at school. Although there has been some variation in how well boys and girls perform in the national tests in recent years, they do equally well in their school work.

5. There are many very capable pupils in the school, as indicated by children's attainment on entry to the Reception Year, which is above the level expected for their age. Whilst the school gets a good proportion of pupils to the higher levels in the national tests, the most capable pupils are not consistently challenged across the full range of their day-by-day school work. There are times when all pupils are given the same work without enough account being taken of their differing needs. There are also some occasions when teachers miss opportunities to challenge individuals and groups of pupils directly through the support they give in lessons. Overall, pupils are not doing well enough in handwriting because teachers' expectations in this area are not high enough, particularly in Year 2.
6. Standards are above the level expected nationally in design and technology. Pupils' achievement is good in this subject because of good teaching and an interesting range of learning opportunities. In ICT, and in all aspects of other subjects for which enough evidence was gathered to make a judgement, standards are at the level expected and achievement is satisfactory. There are some examples of work at a higher level in art and design and in history.
7. Children in the Reception Year achieve satisfactorily. Satisfactory teaching maintains the children's above average attainment on entry in communication, language and literacy, and in personal, social, emotional and mathematical development. Almost all children are on course to reach the nationally expected standards in these areas at the end of the school year, and a good proportion is likely to exceed them.

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

Standards in:	School results	National results
reading	19.2 (18.0)	15.8 (15.7)
writing	17.1 (15.8)	14.6 (14.6)
mathematics	17.3 (17.9)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils' attitudes are good and their behaviour is very good. Their personal development, including their spiritual, moral, social and cultural development, is good overall. Attendance is satisfactory.

**Main strengths and weaknesses**

- Pupils have good attitudes to learning and behave very well.
- Pupils form very good relationships with each other and with the adults in school.
- There is not enough planned provision for pupils' spiritual development or to prepare them for life in a culturally diverse society.

**Commentary**

8. The strengths in pupils' attitudes and behaviour found at the last inspection have been maintained. Parents and pupils are pleased with the standards in this area. Throughout the school, pupils have positive attitudes to learning in almost all lessons. They show good levels of interest and enthusiasm for their work and apply themselves well. Pupils in Year 2 have mature and sensible attitudes. However, a small number of

children in the Reception class still find it hard to listen when gathered together on the carpet and teachers have to work hard to maintain their attention.

9. Pupils respond well to the school's high expectations of their behaviour and clearly understand the very good standards expected of them. The good attention paid to developing pupils' moral and social awareness results in pupils knowing right from wrong and in developing very good relationships. Although play is quite boisterous at times on the playground, there are very few incidents of bullying or harassment. The school is quick to act should such an incident occur. As at the last inspection, no pupil has been excluded from school.
10. Pupils get on very well with each other and also relate well to the adults in the school. In lessons, and around school, pupils are courteous and friendly, get on very well together and work co-operatively in a range of situations. For example, they help each other when using the laptop computers in pairs. Pupils treat others with respect and consideration because all the staff set them a good example of being caring and respectful. The few pupils from minority ethnic backgrounds are well integrated socially. Boys and girls and pupils of different ages mix well. Older pupils care for younger ones. Pupils show concern for those in need outside the school. They have been involved in raising money for local and national charities, including a local children's home.
11. Through daily routines, lessons and assemblies, pupils consider how to be good citizens. They think about important issues that affect their lives and those of others. Staff give pupils suitable opportunities to take on responsibilities around the school, such as taking the register to the office and giving out the fruit and milk. However, there is little opportunity for pupils to express their views about school life or to be involved in school development, for example, by such means as a school council.
12. The provision for pupils' spiritual and cultural development is satisfactory. The school raises pupils' awareness of their own heritage and culture well. It also provides some opportunities for pupils to learn about other cultures, such as during an arts week and a day in which activities are focused on India. However, the school does not plan enough opportunities to prepare pupils for life in a multi-ethnic and multicultural society. There are also missed opportunities in lessons, and also during assemblies, to develop pupils' spirituality and self-awareness. There is little planned provision for this aspect of pupils' personal development across the subjects. Although there have been some improvements in the provision for pupils' spiritual and cultural development since the last inspection, further work is necessary.

## Attendance

13. The attendance rate is close to the national figure. Unauthorised absence rates are negligible. Attendance is not as good as at the last inspection, but the absences are justified and largely the result of illness. However, the school does not provide a range of awards to encourage better attendance. Most pupils are punctual, which helps ensure that lessons begin promptly at the start of the day.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good because teaching promotes good achievement in English, mathematics and science, although there is not always enough challenge for the more capable pupils. The school provides a good climate for learning, which is supported well by the partnerships with parents, other schools and the community. The range of learning opportunities is satisfactory.

### Teaching and learning

Teaching and pupils' learning are good overall, although they are satisfactory in the Reception Year. Assessment is satisfactory.

### Main strengths and weaknesses

- English, mathematics, science and design and technology are well taught in Years 1 and 2.
- Teachers do not always challenge the more capable pupils well enough.
- Teachers have good subject knowledge, deploy additional adults effectively, and generally organise lessons well.
- There are some weaknesses in marking, and teachers' expectations of handwriting and presentation are not high enough.

### Commentary

#### *Summary of teaching observed during the inspection in 16 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	6	7	2	0	0

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

14. The overall quality of teaching and learning is good in Years 1 and 2 in English, mathematics, science and design and technology. This is the main reason why pupils, including those with special educational needs, achieve well in these subjects. In the Reception Year, teaching and learning are satisfactory overall, and maintain the strengths in children's attainment on entry. The quality of teaching and learning in the school as a whole is much the same as it was at the last inspection.
15. Within the picture of satisfactory teaching and learning in the Reception Year, there are strengths and also aspects that require improvement. Good features include the clear boundaries that adults set in lessons, and the good examples they provide in their behaviour towards others. These features of the teaching support children's personal, social and emotional development.
16. There is some good teaching of the basics of language, literacy and numeracy in the Reception Year. The promotion of discussion builds children's confidence in speaking in front of the class. Focused teaching of letter sounds provides a good basis for the work in Years 1 and 2. It helps to ensure that, by the end of Year 2, pupils are

confident in 'having a go' at spelling some quite complex words as they sound. The teaching also provides children with a secure start in working with numbers.

17. There are some occasions in the Reception Year when the changeover from one activity to another is not quick enough. There are also occasions when teachers do not ensure that children are sufficiently attentive or prevent minor interruptions. This is particularly the case when children are gathered together on the carpet for quite a long time. On such occasions, children become restless and the pace of learning is slowed.
18. Teachers in Years 1 and 2 have good knowledge across most subjects. This is particularly evident in the clear and accurate teaching of the basics of English and mathematics, and also in science and design and technology. Clear explanation and effective questioning in most lessons move learning on at a good pace. Lessons are often lively and interesting, for example, when mathematics games are played in Year 1. Teachers select good subject matter to motivate pupils, for instance, in English in Year 2, when pupils write about the life of Florence Nightingale.
19. Lessons are nearly always well organised in Years 1 and 2, with resources prepared well in advance. The result is that little time is lost, for instance, as pupils move from a whole class discussion on the carpet to activities at their tables.
20. Throughout the school, additional adults are well deployed and make a significant contribution to pupils' learning. Teaching assistants show initiative as well as following teachers' instructions. They give effective support to pupils with special educational needs. In the Reception Year, for example, the teaching assistant demonstrates teaching points and the use of language, also helping those learning English as an additional language. Parent helpers are well briefed and are given guidance on questions to ask pupils during activities. They do much to support practical activities in lessons, such as in geography and design and technology.
21. Although the basics of English and mathematics are taught well in Years 1 and 2, teachers do not sufficiently promote the development of pupils' computer keyboard skills. The time pupils spend looking for the correct key slows the pace of their learning. Nevertheless, there is good and increasing use of computers and the interactive whiteboards to promote learning in a variety of subjects.
22. Assessment procedures are good in the Reception Year. However, the information gained from assessment is not always used well enough to match work to children's differing needs. In mathematical development, for example, there are occasions when the relatively lower attaining pupils struggle and those of higher attainment complete the work quickly and are not moved on sufficiently.
23. In Years 1 and 2, the more capable pupils are not always well enough challenged across the full range of their schoolwork. The main reason is that often much the same work is set for all the pupils in the class. The work is challenging for the vast majority of pupils, and ensures that they perform well in the national tests. However, there are missed opportunities to really move on the more capable pupils in day-by-day lessons. Sometimes, the missed opportunities stem from adults not giving support that challenges the pupils, as in a Year 2 guided reading session. Although there has been satisfactory improvement in assessment and target setting since the last inspection, further work is necessary to ensure that all pupils' needs are consistently met well enough.

24. Marking is satisfactory, and has not improved enough since the last inspection. There are still too few comments to guide pupils to make their work better or to tell them what they have done well. Comments do not link with pupils' individual targets. Unsatisfactory presentation is allowed to pass without comment and weaknesses in handwriting are not rectified, particularly in Year 2.

## **The curriculum**

The quality and range of learning opportunities are satisfactory overall. Enrichment of the curriculum is good. The staffing, accommodation and resources provide good support to the curriculum.

## **Main strengths and weaknesses**

- Good learning opportunities in English, mathematics, science and design and technology contribute significantly to pupils' good achievement in these subjects.
- Insufficient attention is paid to developing pupils' handwriting.
- There is good enrichment of the curriculum through clubs, visits out of school and visitors who talk to pupils.

## **Commentary**

25. Satisfactory action has been taken to rectify the weaknesses identified at the last inspection in the learning opportunities for Reception children. All children now have access to an ample and relevant range of learning opportunities, which helps them to make satisfactory progress. Children are satisfactorily prepared for the start of the National Curriculum. Those who are not ready for it are not pushed into it too soon.
26. The curriculum for pupils in Years 1 and 2 meets their needs well in English, mathematics, science and design and technology. It results in pupils making good progress in these subjects. The breadth of learning opportunities in all the other subjects of the National Curriculum is satisfactory. The weaknesses in planning, found at the last inspection, have been adequately rectified. There are some good links between subjects, for instance, in English and history that help to make learning more meaningful for pupils. Although satisfactory overall, the range of learning opportunities in other subjects does not push pupils on to achieve as highly as in English, mathematics and science. In geography, for example, the coverage of the curriculum is rather thin and patchy.
27. Effective opportunities are provided for speaking and listening, reading and writing. There is strong attention to the development of basic skills in reading. In guided reading sessions, pupils are grouped according to how well they already read and their learning is supported by the good range of books in the school. However, the development of pupils' handwriting is a weakness. It is not well enough emphasised. The result is that weaknesses in handwriting prevent some pupils from reaching even higher standards. In mathematics, there is a strong emphasis on number work and calculation so progress is good. In science, pupils' good achievement is supported by a strong focus on learning through investigation, and this promotes the good development of skills in scientific enquiry.
28. The good provision for pupils with special educational needs has been maintained since the last inspection. Individual education plans provide a clear focus to support teachers in matching learning opportunities to pupils' specific needs. Together with the

good assistance of support staff, the tasks provided help these pupils to achieve as well as others.

29. Since the last inspection, the pace of improvement in ICT has been hindered, until recently, by a lack of sufficient resources. This is a main reason why standards are not higher. However, the purchase of laptops and interactive whiteboards means that provision has improved recently. There are now good examples of ICT linking with, reinforcing, and extending the work in other subjects, such as in history and science.
30. Extra-curricular provision is good. Pupils have opportunities to attend after-school clubs in a range of areas, including football, swimming, dance and musical activities. They have the chance to compete against pupils from other schools, for example, in football tournaments. These additional activities are well attended and show pupils' eagerness to engage in interesting and lively events. Visits to the local area and to places of educational interest, as well as visitors to the school, all add good enrichment to the curriculum.
31. Sufficient well qualified and experienced staff are available to teach and support the curriculum. The accommodation is light, airy, safe and attractive, with many displays that promote learning as well as celebrating pupils' achievement. The school is well resourced to support the teaching of the full curriculum. Outside, the playground is adequate but quite cramped when all the pupils are at play. In the Reception class, outdoor areas are well resourced. The large canopy allows children to move freely and to engage in a range of activities in all weathers.

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

Provision for pupils' care, welfare and health and safety is good. The support, advice and guidance pupils receive based on monitoring are also good. The involvement of pupils in the school's work through listening to and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Pastoral care is strong and pupils have good and trusting relationships with the adults in school.
- Procedures are effective in ensuring pupils' health and safety.
- There are good arrangements to help children to settle into school.
- There are few opportunities for pupils to influence the development of the school.

### **Commentary**

32. The very good relationships between adults and pupils underpin strong pastoral care for pupils. They ensure that pupils have an adult to turn to in case of need, and give pupils a good sense of security, and this is greatly appreciated by the pupils and their parents. All staff show a very good level of care for the pupils' personal wellbeing. The small size of the school means all staff are very well known to pupils. There is very good advice and guidance to pupils about their conduct and they are supported to form positive relationships and to care for each other. The advice that pupils receive regarding their schoolwork is not as strong as the pastoral guidance, although it is satisfactory. Nevertheless, the recently introduced target sheets in English and mathematics help pupils to know what they are aiming to achieve.

33. Health and safety procedures are thorough. All aspects of the buildings, grounds and school equipment are regularly assessed for risks. School visits are individually assessed. The use of an outside agency to monitor and draw up timetables for maintenance and safety checks is working very effectively. Governors are involved well in health and safety matters.
34. All members of staff have undergone basic first aid training and are well briefed, for example, about the use of inhalers or pupils with allergies. Supervision in the small playground is good, so that any incidents are reacted to quickly. Child protection procedures are satisfactory, and have improved since the last inspection.
35. Procedures for helping children to settle into school have been improved recently. Good arrangements are in place for Reception staff to visit the nurseries that children attend prior to entering the school. The school's expectations are clearly expressed in the home-school agreement, which all parents are required to sign. As a result of these good procedures, pupils settle in quickly.
36. The lack of a school council means that pupils do not have a formal opportunity to express their views as a body or to be involved in the development of the school. The school has not obtained pupils' views through questionnaires. Nevertheless, because the school is small and relationships between staff and pupils are very good, pupils' views are listened to satisfactorily.

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

The school has good links with parents, the community and other schools. There are some very good features to the partnership with parents.

### **Main strengths and weaknesses**

- The school involves and consults parents very well.
- Parents make a very good contribution to their children's learning at home and at school.
- Although there is a good range of information for parents, the prospectus and governors' annual reports do not meet statutory requirements.
- The range of community links provides additional opportunities for pupils.

### **Commentary**

37. The strengths found in the partnership with parents at the last inspection have been maintained and built on. The school consults parents whenever significant changes are being considered, for example, over the recent changes to arrangements for children starting school. Parents are used to having their views sought and being involved in this way. In addition, standard questionnaires are used to gauge parents' satisfaction. The results of general and specific questionnaires are analysed and parents' views are taken on board.
38. Information in the annual reports on pupils' progress is of a good quality. It helps to give parents a good understanding of what their children have achieved. The termly pupil target sheets reviewed at the parents' meetings supplement reports in English and mathematics well, and also inform parents of their children's personal development. Regular open days provide parents with the opportunity to see their



children at work and to gain awareness of what being in school is like for them. Throughout their children's time at the school, parents are well informed and involved. There is good communication with parents of pupils with special educational needs. Furthermore, the spirit of openness, aided by easy access to class teachers and the headteacher, prompts parents to raise any concerns quickly.

39. Weekly newsletters to parents ensure a constant flow of general information that keeps parents in touch very well. Curriculum information is also included. However, some of the information to which parents are entitled has, through oversight, not been included in the prospectus and governors' annual report to parents.
40. The use of regular homework to build on classroom learning is an established part of school life and encourages parental involvement. There are also many parents who regularly help in the school. Parents have high expectations of how well their children will do. Their strong and active support for their children's learning makes a significant contribution to the standards attained.
41. Although there is no official parent teacher association, a group of parents continually raises funds for the school. They have done much to enhance the quality of educational opportunities, for example, by recently helping to fund the purchase of an interactive whiteboard. Parents also organise many social activities that help to extend the family atmosphere of the school.
42. As at the last inspection, the school has a broad range of links with the community that enhance learning opportunities for pupils well. Links with the church are strong. They include weekly visits from the vicar or his assistant for assemblies, and services held in the church. Regular use is made of the village common, and the school takes part in events such as village sports and Cobham in Bloom, adding additional opportunities for pupils' learning. Drop-in visits by the local policeman, and the summer and Christmas fairs reflect the central position of the school in the local community. The links with the community support pupils' personal and social development. Support for local charities improves pupils' awareness of the needs of others.
43. The good links with nursery schools and the science-based course for pupils in Years 1 and 2, run by a local secondary school, form a key part of the good links with other schools. Football competitions, where the team plays in matches against private schools, also provide good opportunities for pupils to widen their experience. The local cluster group of schools work effectively together to provide training for teachers and opportunities for them to share their classroom practice. Links to support pupils' transfer to several junior schools are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall, including the leadership provided by the headteacher and key staff. Governance is satisfactory.

### **Main strengths and weaknesses**

- The newly appointed headteacher has swiftly evaluated the school's strengths and weaknesses and responded to the areas in which development is needed.

- All staff work effectively together for the benefit of the pupils.
- Co-ordinators do not have enough direct involvement in checking the quality of teaching and learning.

## Commentary

44. After only three weeks in post, the headteacher has gained a secure understanding of the school's present stage of development. She knows the main areas in which the school does well, and also recognises the areas in which improvement is needed. She has high expectations of what the school is capable of achieving and recognises that the school needs to build even more effectively on the children's good attainment on entry. She has built well on evaluations already undertaken prior to her appointment and has objectively cast 'fresh eyes' on the school.
45. Already, the new headteacher and the rest of the staff have formed an effective team. There is a shared understanding of how the school needs to move on. The leadership of English, mathematics and science is good, having developed over the last year. The mathematics co-ordinator, for instance, has carefully reviewed the provision in this subject following a slight dip in the results in the National Curriculum tests in 2004. She has identified areas that need more focus and how this can be achieved. The English co-ordinator has a clear plan to rectify the weaknesses in handwriting. Staff now have a better understanding than at the last inspection of the data on pupils' performance. They recognise the implications of the data in terms of the effectiveness of the school.
46. Although the roles of the co-ordinators of key subjects have developed recently, and special educational needs is well led and managed, staff are not used to evaluating the effectiveness of teaching, for example, through observing lessons. The evaluation of teaching has tended to rest with the headteacher and this is, to some extent, preventing the co-ordinators from being even more effective. The school recognises the need to build on the existing good team work by developing the involvement of all staff in improving teaching, for instance, by giving feedback to each other on performance in the classroom and on the quality of work in pupils' books.
47. Design and technology is well managed. The co-ordinator has worked successfully with other teachers as she has shared her new learning about the subject from courses attended. All other subjects, and the provision for children in the Reception Year, are satisfactorily led and managed.
48. Governance is satisfactory. Governors are committed to, and supportive of the school. They have a reasonable understanding of its main strengths and weaknesses, although they are better at supporting than at challenging the senior staff. With the exception of omissions in the prospectus and governors' annual report to parents, they ensure that all statutory requirements are met.
49. Approaches to financial management support educational priorities satisfactorily. Financial control and monitoring of spending are good. The school is fortunate to have the benefit of a substantial endowment fund, which is used as a safety net to cover unforeseen costs. However, the school improvement plan has few cost projections to help predict future spending. Best value principles are covered well through research into comparative estimates for spending and through comparison with other school's costs and performance statistics. The school provides good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	238,120
Total expenditure	241,105
Expenditure per pupil	3,091

Balances (£)	
Balance from previous year	18,441
Balance carried forward to the next year	15,456

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

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

There are currently 22 children attending full-time in the Reception class. The youngest children were part-time until the start of this term. Almost all the children have had pre-school education. One child has been identified as having special educational needs. Three children have English as an additional language. Overall, children enter the school with attainment above the level expected for their age.

Provision is satisfactory overall, with some good features. Satisfactory improvements have been made to the curriculum since the last inspection, so that it is better suited to the needs of young children. Learning opportunities are planned carefully to support progress towards the early learning goals for the end of the Reception Year. Teaching leads children smoothly into the start of the National Curriculum.

There are good procedures for checking and recording children's progress. The information gained through these procedures is used satisfactorily to match work to children's needs and capabilities. Provision is led and managed satisfactorily. As a result of good teamwork with the teachers, teaching assistants make an effective contribution to the teaching and learning.

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

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

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

- Children behave well because staff set clear boundaries and expectations in this area.
- Adults intervene well in activities to help children to work and play well together.
- There are some occasions when children become restless because the pace is slow, particularly during changeover from one activity to another.

#### **Commentary**

50. Standards are above national expectations. Almost all children are on course to reach the standards expected nationally by the end of the Reception Year. Many are likely to exceed these standards. Teaching and learning are satisfactory, and achievement is satisfactory as a result.
51. There are some good features in the teaching and some aspects in need of improvement. Adults set clear boundaries and expect children to behave well. This ensures that the children know what is expected of them, so that they quickly learn the correct way to conduct themselves. Children know the class routines well and settle to tasks enthusiastically. However, lessons are not always organised in a way that ensures that the changeover from one activity to another is brisk enough. There are occasions when the pace slackens, and this leads to restlessness and inattention, particularly when children are gathered on the carpet.
52. Adults provide good examples by treating each other and the children with courtesy and respect. There is a relaxed, friendly atmosphere and praise is used frequently as

a means of positive reinforcement. Effective use of praise leads to trusting relationships, and ensures children are confident to seek help when required. Even so, a small number of children find it difficult to listen to others. This is particularly evident when children sit in a circle for discussion. Teachers are not consistently adept at maintaining their attention. The result is that the pace of learning is slowed because of the need to deal with minor interruptions.

53. A satisfactory range of activities promotes social skills in a variety of ways. Effective use is made of the good outside facilities for activities that involve children in working and playing together. The good intervention during play gives children good examples to follow when they play without an adult. This results in boys and girls and children from different backgrounds working and playing well together in imaginative situations such as the role-play 'café' or 'doctor's surgery'. Children with special educational needs and those whose first language is not English are given good support and are included well.
54. Almost all children have the expected independence in personal hygiene and in activities such as putting on coats because this is expected of them. They are encouraged to share and take turns amicably. Times when children sit in a circle to have their fruit and milk provide opportunities for taking turns to give out the snacks and to say 'please' and 'thank you.'

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children gain a good grasp of letter sounds because of regular reinforcement through action games and rhymes.
- Teachers are not consistent enough in reinforcing good listening skills.
- Teaching assistants play a significant role in children's learning.

### **Commentary**

55. Almost all children are likely to reach the end of Reception Year goals in speaking and listening, reading and writing. A good number are on course to exceed them. Children's achievement is satisfactory because the overall quality of teaching and learning is satisfactory.
56. The regular activity of sharing news and talking about their lunchtime activities provides a satisfactory opportunity for children to speak to the whole class. The children enjoy this activity and respond with interest, gaining confidence in speaking in a formal situation. However, children do not always listen as attentively as they should because teachers are not always sufficiently insistent on them listening carefully to others. There are some missed opportunities for children to read out their writing at the end of lessons.
57. Teaching assistants are used effectively to develop children's learning, often to reinforce teaching points or demonstrate language. This is especially beneficial to those children for whom English is an additional language or who have special educational needs, helping them to achieve as well as others.
58. Almost all children confidently name and sound the letters of the alphabet. This is because the games and activities provide good, regular reinforcement of this basic skill, which does much to help children's early reading. Children's interest in books and their competence in reading

simple texts are steadily developed, often through the use of 'big books' that are read with good animation. Children borrow books and are given much encouragement to read at home.

59. Writing skills are developed satisfactorily through a range of opportunities to write, which include role-play situations, such as the 'secret writing room' and the 'doctor's surgery.' Some adult-led activities provide good challenge, particularly for the more capable children, to use their knowledge of letter sounds. As a result, a good number of children are beginning to write simple sentences independently.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Counting games and rhymes are used well to develop understanding of addition and subtraction and to make learning fun.
- Information collected through assessment is not always used well enough to match work to children's differing needs and capabilities.

### **Commentary**

60. The quality of teaching and learning is satisfactory and maintains standards at levels above national expectations. Almost all children are on track to reach the nationally expected goals by the end of the Reception Year and many are likely to exceed them. Achievement is satisfactory.
61. An ample range of practical activities covers all strands of mathematics, including number, shapes and measures. Good use is made of counting games and rhymes, and of visual aids that capture children's interest. For example, children take pleasure in singing rhymes and performing actions such as in '10 little men in a flying saucer'. Such activities are effective in helping them to become familiar with the concept of taking one away from a given number.
62. Parents regularly provide extra pairs of hands. This means that children receive a good level of individual attention, and full use can be made of both indoor and outside accommodation for practical activities. In one lesson outside, for instance, the youngest children threw beanbags into a box. With guidance, they counted how many landed in it and how many missed, and then added the two numbers together. Another group used pasta to make sets of 10.
63. Teachers have good procedures for checking children's attainment and progress. However, information is not always used well enough to ensure that all activities are consistently pitched at the right level for all groups of children. Consequently, there are occasions when the lower attaining children struggle with vocabulary and concepts that are a bit too difficult, while the most capable finish quickly and are not challenged enough from the start.

## **PHYSICAL DEVELOPMENT, KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT**

Provision in **physical development, knowledge and understanding of the world** and in **creative development**, was sampled. Whilst not enough evidence was gathered to make secure judgements on overall provision, in the aspects for which evidence was gathered, provision is **satisfactory**.

64. Children move safely and confidently in and around the classroom and outside. A suitable programme of physical activities is planned so that children develop skills in gymnastics, music and movement, and games. Frequent use is made of a variety of equipment, such as jigsaws, large and small models, construction materials, and simple tools, including scissors, glue sticks and paint brushes. All adults sensitively support and encourage the children so that they work carefully and safely.
65. A satisfactory range of experiences is provided that develops children's knowledge and understanding of the world. Teachers provide opportunities for children to use their senses to learn about living things. For example, children are fascinated as they watch caterpillars make their cocoons, and they wait with anticipation to see them become butterflies. Early design and technology skills are developed as children explore the textures of different materials and use them to make boxes with different textured faces. In so doing, they consider the tools and materials they will need. ICT skills are satisfactorily developed as children use computers to play games and to support their work in other areas of learning. For example, children successfully use a mouse to drag and drop pictures in the right sequence to show the stages in the life cycle of a frog.
66. Ample experiences develop children's competence in using paint and other materials to make pictures. Children achieve satisfactorily when exploring a range of techniques and materials, in paintings, drawings and collage. The role-play areas in the classroom and outside are used adequately to promote independent play and to encourage children to act out imaginary situations. Children make satisfactory progress in learning to sing, in clapping rhythms, and in playing percussion instruments.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

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

- Standards are well above the level expected nationally in Year 2.
- Pupils achieve well because of good teaching and a very effective partnership with parents.
- Even though standards are very good, the most capable pupils are not consistently challenged.
- Standards of handwriting are not good enough.
- The school has a clear understanding of what needs to be done to improve provision further.

#### **Commentary**

67. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were in the top five per cent of schools nationally in reading, and were well above the national average in writing.

The picture is just as strong when the results are compared with the performance of other schools with pupils from similar backgrounds.

68. The standards in the current Year 2 are well above the level expected nationally across all the main strands of English. Pupils' achievement is good overall. The school is successful in getting the vast majority of its pupils, including the few with special educational needs or English as an additional language, to do well. There is good performance by the higher attaining pupils in the national tests. However, the most capable pupils are not always pushed on to do as well as they should in their day-by-day school work, particularly in writing.
69. Almost all pupils reach levels above those expected for their age in speaking and listening. Confidence in this area is developed well during class question and answer sessions, as pupils give clear and extended answers and explanations. The very good relationships in the school encourage pupils to listen attentively and respectfully to their teachers and to each other.
70. Within the context of pupils' very good attainment, reading is a relative strength. The most capable pupils read fluently and expressively. Almost all others read with better accuracy than is normally found at this age, and have well-developed strategies for tackling unfamiliar words. The well-organised reading provision, including the access pupils have to many challenging and interesting fiction and non-fiction texts, supports pupils' progress in this area well. Reading comprehension skills are developed not only through class lessons, but also through the very effective links with parents in this area. The school provides questions for parents to ask their children about the stories in individual reading books.
71. Teachers and teaching assistants help pupils to increase the length at which they write. They also give pupils good support to develop confidence in spelling some quite difficult words as they sound. Effective attention is given to developing pupils' use of simple punctuation. However, teachers' expectations of the standards of handwriting are not high enough. Almost all Year 2 pupils join their writing, but they do not present it neatly enough with evenly formed letters, and this is a decline since the last inspection. Another relative weakness within the writing standards, is that the most capable pupils in particular do not develop skills well enough in using language to create atmosphere and to describe. There are some examples of this aspect of writing in pupils' work in history, for instance, but it is a neglected area in the development of skills in story writing. The result is that there are also missed opportunities for pupils' spiritual development.
72. The overall quality of teaching and learning is good. Most of the strengths found in teaching at the last inspection have been built on and developed. Teachers have good subject knowledge and lessons are well organised. The teaching of basic skills, particularly in reading, is clear and focused. Additional adults, whether teaching assistants or parent helpers, are well deployed to support pupils' learning. Marking is satisfactory but, as at the last inspection, it does not always provide pupils with sufficient guidance on how to improve and does not make reference to their targets.
73. Expectations of the standards most pupils are capable of attaining, other than in handwriting, are appropriately high. However, there are occasions when the most capable pupils are not moved on as well as they should be. Sometimes, this is because all the class are given the same work at the same level, without enough account being taken of their differing needs. On other occasions, such as in a guided reading session in Year 2, it is because the teacher is not actively enough involved in supporting the pupils' learning.



74. The leadership and management of English are good. The co-ordinator and the headteacher both have a clear awareness of the strengths and weaknesses in provision. There is a clear plan of action, for example, aimed at improving the handwriting. The involvement of the co-ordinator in checking the quality of teaching, for instance, through lesson observations, is relatively recent. That this has remained the province of the headteacher has, to some extent, prevented the co-ordinator from being more effective and proactive in leading improvement in the subject. The school recognises that the level of involvement by the co-ordinator in monitoring teaching is also an area requiring development.

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

75. The use of language and literacy skills makes a good contribution to pupils' progress in other subjects. There is, for example, good discussion in design and technology and history that develops pupils' understanding in these subjects. Writing increases understanding, for example, of what it must have been like for someone experiencing the Great Fire of London in history. Although pupils' very good reading skills assist their learning in other subjects, as at the last inspection, there are missed opportunities for the use of the library and the school's good range of non-fiction books. This prevents better development of skills in independent enquiry, for instance, in geography.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are well above the level expected nationally in Year 2.
- Pupils achieve well because teaching is good.
- The most capable pupils are not always pushed on well enough in their day-by-day schoolwork.
- Standards of presentation are unsatisfactory.
- There is a clear plan for developing the provision.

#### **Commentary**

76. Pupils' results in the National Curriculum tests at the end of Year 2 in 2004 were above the national average in mathematics. They were broadly average when compared with the performance of other schools with pupils from similar backgrounds. The mathematics results were not as good as those in reading and writing because there were a few pupils whose attainment in mathematics was a little below the level expected for their age.
77. In the present Year 2, almost all pupils are working at least at the level expected for their age, and a good proportion is working at a higher level. Currently, overall standards in Year 2 are well above the level expected nationally. Pupils' achievement in relation to their starting points and capabilities is good. The few pupils with special educational needs or English as an additional language do well. Even so, the most capable pupils do not always do as well as they should across the range of their day-by-day schoolwork.

78. Standards are strongest in work with numbers, because the school gives the greatest amount of attention to this area. Through continued practice, including fun activities such as a regular game of "Who wants to be a millionaire?" in Year 1, pupils make particularly good gains in their understanding of numbers and calculations.
79. Pupils make steady progress in their understanding of shape, space and measures, and also of interpreting data. Problem-solving skills are successfully developed through workbook activities. However, there are some missed opportunities to extend pupils' awareness through more practical 'hands on' problem solving that would bring mathematics to life.
80. The overall quality of teaching and learning is good. Teachers have good subject knowledge. They give clear explanations and question pupils carefully to develop and test their understanding. Lessons are well organised, with resources prepared well in advance. Additional adults in lessons, whether teaching assistants or parent helpers, are effectively deployed to support learning. Teachers brief teaching assistants and parent helpers well. In a Year 1 lesson, for example, the several adults present each supported a group of differing capability so that the level of challenge could be varied according to pupils' needs.
81. Even though teaching is good, there are occasions when the most capable pupils are not challenged fully. In a lesson in Year 2 in which pupils made good progress overall, the teacher ensured that all pupils were well motivated and involved, and that they all developed the same level of understanding. Whilst this resulted in almost all pupils working at least at the level expected for their age in presenting and interpreting information in the form of a graph, the most capable pupils were not pushed on to even deeper levels of understanding.
82. Pupils enjoy mathematics and behave well in lessons, as they did at the last inspection. They work well with each other and share ideas, for instance, as they record data on the laptop computers. However, they do not take enough pride in the presentation of their work, and much of their recorded work is very scruffy. Teachers' expectations of standards of recording are not high enough, particularly in Year 2. Pupils are not, for example, required to underline titles or draw lines using a ruler, and many do not date their work. Numerals are not always clearly written. Marking has not improved well enough since the last inspection. It still gives little guidance to pupils as to how they might develop their work.
83. The leadership and management of mathematics are good. The co-ordinator has held responsibility for the subject since her appointment to the school two years ago. However, her role has only come to the fore this school year because last year she was very involved in leading her other area of responsibility, ICT.
84. The school carefully analyses data on how well pupils perform. As a result, staff have a better understanding than at the last inspection about how well pupils are progressing. The effectiveness of the mathematics provision has been evaluated this year in the light of pupils not doing as well in mathematics as in reading and writing in the 2004 national tests. The co-ordinator and headteacher have a clear agenda of action needed to develop the mathematics provision. Overall, there has been a good maintenance of the strengths found in provision at the last inspection.

## **Mathematics across the curriculum**

85. The use of mathematics contributes well to pupils' progress in other subjects, for example, science and in design and technology. Pupils develop their skills and understanding in these subjects, for instance, as they organise information in the form of graphs and charts and measure materials.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are well above the level expected nationally in Year 2.
- Pupils achieve well as a result of effective teaching and their good attitudes to learning.
- The most capable pupils are not always challenged well enough.
- Poor presentation and handwriting spoil pupils' otherwise good work.
- The subject is well led and managed.

### **Commentary**

86. In 2004, teachers assessed pupils' performance in science as well above the national average. In the current Year 2, the picture is much the same. Standards are well above the level expected nationally, and are higher than they were at the last inspection.
87. Almost all pupils have the expected depth of knowledge for their age. A large number exceed expectations in all the aspects of science required for study by the National Curriculum. Standards are highest in physical processes. Much knowledge and understanding in this aspect, for example, of forces and electricity, are gained through practical investigation. Skills in scientific enquiry are well developed. Pupils have a basic understanding of a 'fair' test and successfully record their observations in a variety of ways.
88. Pupils' achievement is good overall, mainly as a result of effective teaching and good attitudes to learning. The few pupils with special educational needs or English as an additional language do as well as others in relation to their starting points and capabilities. However, in both Years 1 and 2, the standard of presentation and of the written recording of science is a weakness. Pupils do not do as well they should in this aspect of their work.
89. The quality of teaching and learning is good, as at the last inspection. Lessons are planned and organised well, and are interesting and lively. Teachers engage and encourage pupils well through effective use of questions. Consequently, pupils are well motivated and productive. Teachers set work at a suitably high level for the vast majority of pupils. This is particularly beneficial in challenging the least capable pupils and in raising the standards they attain. There are times, however, when the most capable pupils with potential for even higher attainment are not pushed on well enough. This occurs mainly when all groups of pupils are given the same work with insufficient variation in the level of challenge. As a result, the most capable pupils sometimes coast, and this particular point raised at the last inspection has not been dealt with fully.

90. There is a weakness in marking. Pupils are not given enough feedback, particularly through written comments, about what they have done well. More significantly, they are not told enough about what they need to do to improve their work. Teachers' expectations of standards of handwriting and presentation are too low. Pupils' otherwise good work is often spoilt by its messy appearance.
91. Good use is made of laptop computers, digital cameras and interactive whiteboards to support learning in science. In Year 1, for example, pupils looked at digital images of themselves in a physical education lesson and on playground rides to develop their understanding of pushes and pulls as forces. In Year 2, pupils used an interactive game to help them to classify different sorts of animals as mammals, birds and insects. Such activities, whilst developing knowledge and understanding in science, also help to consolidate skills in ICT.
92. The leadership and management of science are good. The new headteacher is currently acting as the subject co-ordinator. Through the checking of teaching and learning that she has already undertaken, she has swiftly identified the weaknesses in provision and is already responding to them. She is building well on the school's previous identification of strengths and weaknesses. The strengths found in the provision at the last inspection have been maintained. There have been improvements in the staff's understanding of assessment information.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Lessons are well organised and managed.
- The more capable pupils are not consistently challenged to reach higher levels.
- Pupils' skills in using a computer keyboard are underdeveloped.
- Developments in the resources are supporting improvement in teaching and learning.

### **Commentary**

93. Standards at the end of Year 2 are at the level expected nationally. Pupils' achievement is satisfactory overall, including that of the few pupils with special educational needs or English as an additional language. The present standards and achievement are much the same as at the last inspection.
94. The quality of teaching and learning is satisfactory overall in Years 1 and 2. There are some good features to the teaching and learning, but also some aspects that require improvement. Lessons are well organised and managed, with resources well prepared in advance. Teachers involve pupils well throughout.
95. Teaching assistants are effectively deployed and give good support. The good level of adult support helps all the pupils, including those with special educational needs, to benefit from using the computers and interactive whiteboards. As a result, almost all pupils are adept at using a mouse or control pad. They quickly learn to give commands to computers by using tool bars and the command function keys.
96. Although there are strengths in the teaching, and overall standards in Year 2 are as expected, teachers do not give enough attention to the development of pupils'

keyboard skills. Too many Year 2 pupils are slow to find the correct keys when typing. As a result, pupils' rate of progress is slow in some lessons when they are using word processing programs.

97. There are occasions when pupils who are capable of higher attainment are held back. This is because all groups of pupils are often given the same work. The lack of sufficient variation in the level of challenge in the work set means that too few pupils reach the higher standards of which they are capable.
98. Until recently, weaknesses in the quality of the ICT facilities had created constraints on the development of the subject and on standards. Since the last inspection, there has been satisfactory improvement in curriculum planning and considerable development of the resources to support pupils' learning. Interactive whiteboards are now in place in all classrooms and ten laptops for children's use have increased the prominence of ICT in teaching and learning. Teachers' confidence and ability in using new technology to interest pupils and raise standards are also improving.
99. The school's leadership and management of ICT are satisfactory. The co-ordinator successfully oversees the developments in provision, including improvements in resources. She provides a good role model to motivate and influence staff and pupils. There are recently introduced procedures for the assessment of pupils' progress in developing ICT skills, and these are beginning to be used to support learning across the school. However, there has not been enough checking of standards and the quality of teaching and learning, for example, through observation of lessons, to increase the pace of improvement.

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

100. The use of ICT to support pupils' learning in other subjects is satisfactory and improving. The school is making increasingly good use of ICT across the subjects, and is now seeking to broaden further the opportunities for pupils. There are good examples of ICT being used in mathematics, science and history. In Year 2, for example, pupils use a word processing program to record facts they have learnt about Florence Nightingale. In mathematics, also in Year 2, pupils successfully produce a bar graph of different coloured 'Smarties' in a box. Such use of ICT not only allows pupils to apply and practise their ICT skills, but it also enhances the learning in these other subjects.

### **HUMANITIES**

Provision in geography and history was sampled through lesson observations, an analysis of pupils' work, and scrutiny of teachers' planning. Not enough evidence was gathered to make secure overall judgements on provision in these subjects.

#### **Geography and History**

101. Pupils' recorded work indicates that they have the knowledge and understanding expected for their age in both subjects in Year 2. There are some examples of history work at a higher level, in particular, in pupils' recent work on Florence Nightingale. Pupils have a good understanding not only of Florence Nightingale's life and why she is famous, but also of her qualities of character. Likewise, there are some examples of pupils demonstrating good awareness of what it must have been like for the people of London at the time of the Great Fire. This particular work in history contributes well to

pupils' spiritual development, for instance, as they consider the way in which Londoners tried to save items special to them during the fire.

102. There is adequate coverage of the National Curriculum programmes of study in both subjects. However, there are missed opportunities to challenge the most capable pupils, particularly in geography. Pupils are generally given the same work to do regardless of their differing needs and capabilities. There are not enough opportunities for pupils to develop independence as learners through looking at books to find information. Recording activities are often too low level in geography and do not sufficiently require pupils to think for themselves. Standards of presentation are unsatisfactory in Year 2 in both subjects. There is little marking to guide pupils to improvement or to tell them what they are doing well.
103. Presently, there is no co-ordinator for these subjects. This situation has come about because there are few people to take on the roles of responsibility in this small school whilst one teacher is newly qualified. Plans are in place to allocate leadership and management of the subjects to a teacher in September. The present arrangements have allowed these subjects to 'tick over'. However, clear leadership is required to develop the provision and to ensure that the learning opportunities challenge all pupils consistently.

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

Provision in art and design, music and physical education were sampled through analysis of pupils' recorded work and scrutiny of teachers' planning. No lessons were observed in these subjects. A discussion was held with the co-ordinator for art and design and music.

### **Art and design**

104. The evidence indicates that pupils' work in art and design is at the level expected nationally. There are some examples of work at a higher level, in particular, that undertaken as part of a project in which pupils worked with a visiting artist. Pupils achieved good results in their silkscreen printing and felt making with the artist. Following completion of the project, the work was attractively and prominently displayed in the school hall and a corridor area. There are some good paintings by pupils in Year 2 that capture the atmosphere of the Great Fire of London.
105. The evidence indicates that pupils are given a satisfactory range of experiences in art and design. The co-ordinator provides satisfactory leadership and management for the subject. She has, for example, introduced art sketchbooks throughout the school this year. New assessment procedures are currently being trialled.

### **MUSIC**

106. The standard of singing in school assemblies and singing practices is at the level normally found at this age. However, there are some weaknesses. Although pupils know the words of the songs, they do not maintain volume particularly well or sing with real meaning. There is a tendency at times for some pupils to shout. During a singing practice, the teacher's expectations of the standards of singing were not high enough to improve its quality.
107. There is good enrichment of the music curriculum through recorder clubs, the contribution of visiting musicians, and opportunities for pupils to participate in festivals.

Leadership and management of music are satisfactory. The co-ordinator recognises the need to find more ways of challenging the higher attaining pupils. The recorder clubs are run at different levels in order to push the more capable pupils on. Assessment procedures are presently being trialled for music, rectifying a weakness found at the last inspection.

### **Physical education**

108. The evidence of planning and records indicates that the school covers the National Curriculum requirements at least satisfactorily. Throughout the year, pupils have the opportunity to engage in gymnastics, dance and games and to develop skills with large and small apparatus both indoors and outside. Pupils are said to respond well to these opportunities.
109. Extra-curricular enrichment is good and includes football, dance and swimming. Pupils successfully participate in football tournaments organised by the Surrey Schools Football Association. An annual school sports day is held on the village common and the school also participates in the village sports.

### **DESIGN AND TECHNOLOGY**

Provision in design and technology is **good**.

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

- The design process is taught effectively, resulting in pupils achieving well.
- Weaknesses in marking lead to unsatisfactory handwriting and untidy presentation in books, particularly in Year 2.

#### **Commentary**

110. Standards in Year 2 are above those expected nationally in all the strands of design and technology. They are higher now than at the last inspection. Pupils develop the expected skills in planning, designing, making and evaluating their work. All groups of pupils achieve well. Pupils with special educational needs in particular benefit from the high level of support from teaching assistants and parent helpers. However, pupils' standards in recording their plans and evaluations are sometimes lower than they should be because of poor handwriting and untidy presentation.
111. Teaching and learning are good overall. The design process is taught well. As a result, pupils make good progress in learning to design and plan, make modifications to designs, and to evaluate their work. In Year 2, the teacher provides good opportunities and expects pupils to be independent in selecting tools and equipment and in planning the order of their work. This was evident, for example, as pupils made a wind-up toy inside a shoe box scene. In Year 1, teachers help pupils to record their evaluations of finished products by providing effective examples of writing, such as, 'I like mine because...' and 'I could make it better by...'
112. There are some good examples of links being made between design and technology and other subjects, such as history and geography. For instance, in Year 1, during work on a geography and history topic about houses and homes, pupils learnt about 'stable' structures by constructing their own models of houses using different materials.

113. Although teaching and learning are good overall, there is a weakness in marking. Marking is not used well enough to tell pupils what they have done well and what they should do to improve their work. One outcome of this is unsatisfactory handwriting and untidy presentation in workbooks, particularly in Year 2.
114. The leadership and management of design and technology are good overall. Weaknesses found at the last inspection in planning the curriculum have been rectified well. A satisfactory scheme of work, which follows national guidance, now ensures that pupils develop skills and techniques consistently throughout Years 1 and 2. A good move has been the introduction of procedures for checking and recording pupils' progress. These are beginning to support learning across the school. However, there has been too little evaluation of teaching so that weaknesses, such as in marking, have not been rectified. Overall improvement since the last inspection, especially the improvement in standards, has been good.

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

This area of the school's work was sampled. No specific lessons were seen, and not enough evidence was gathered to make a secure judgement about provision.

115. The evidence indicates that the range of the programme for personal, social and health education is at least satisfactory, and that there are some good features. These good features include the use of visits and visitors, for example, the local police officer and the Life Bus. The programme includes work, at an appropriate level, on diet, health, sex and relationships education, and the dangers of drugs, as well as personal safety. Pupils are helped to adopt a safe and healthy lifestyle, gain confidence, and develop very good relationships. Pupils increase their understanding of some aspects of citizenship through their support for charities and visits to elderly people at harvest and Easter. However, pupils do not have a more formal opportunity to bring their views to the staff or governors, for example, through a School Council.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	4
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	3

<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>	<b>3</b>
Attendance	4
Attitudes	3
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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