

# INSPECTION REPORT

## **BRISTOW INFANT & NURSERY SCHOOL**

Camberley, Surrey

LEA area: Surrey

Unique reference number: 125020

Headteacher: Mrs Jackie Gray

Lead inspector: Mr Martin Newell

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> May 2005

Inspection number: 273688

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Infant  
School category: Community  
Age range of pupils: 3 - 7  
Gender of pupils: Mixed  
Number on roll: 161

School address: James Road  
Camberley  
Surrey

Postcode: GU15 2RG  
Telephone number: 01276 23791  
Fax number: 01276 675894

Appropriate authority: The governing body  
Name of chair of Mrs Mary Keys  
governors:

Date of previous 10-Jan-2000  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated close to the town centre of Camberley in Surrey. The school gained Investor in People awards in 2002 and again in 2005. There are 161 pupils on roll, which includes 34 children who attend the nursery on a part-time basis. There are a higher percentage of girls attending the school than boys. The percentage of pupils who speak English as an additional language and are at an early stage of acquiring English is high when compared to other schools. There is not a particularly high level of pupil mobility. A small percentage of children attending the school are from Traveller families. The percentage of pupils identified as having special educational needs stands at 24 per cent and this is above the national average. The percentage of pupils with a Statement of Special Educational Needs is below the national average. The nature of special educational needs includes specific learning, moderate learning and social and behavioural. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average at 25 per cent. Attainment levels when children start at the school cover the full ability range, but are well below average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Martin Newell	Lead inspector	Special educational needs English as an additional language English Science History Geography Personal, social and health education and citizenship
15181	Meg Hackney	Lay inspector	
14842	Stephanie Cook	Team inspector	Foundation Stage curriculum Religious education Music Physical education
16493	Neville Sherman	Team inspector	Mathematics Information and communication technology Art and design Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school with some very good features. Standards are at an average level by the end of Year 2, and all children and pupils achieve well. The very good leadership of the headteacher, the good and, at times, better teaching, the good behaviour and positive attitudes of the pupils and the strong sense of team spirit and drive for excellence are all factors that contribute to the school's successes. Taking all factors into account, the school provides good value for money.

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

- The very good leadership and management of the headteacher make a significant contribution to the school's successes.
- The good achievement of children and pupils owes much to the good and, at times, very good teaching.
- Pupils' very good moral and social development is reflected in their positive attitudes to learning and good, and often better, behaviour.
- Although assessment procedures are good, there is scope for further improvement in target-setting and the tracking of pupils' progress.
- The curriculum on offer is good with a very good range and quality of enrichment opportunities, but the use of information and communication technology (ICT) across the curriculum is not sufficiently well planned.
- The school provides high levels of care for all pupils, recognises and celebrates their individuality and ensures that their voices are listened to and taken on board.
- The very good links with parents and good links with the community and other schools bring another dimension to the quality of pupils' learning.
- Despite the best and concerted efforts of the school, attendance is too low.

Improvement since the last inspection has been good. The school tackled the identified key issues in a rigorous manner and has adapted very well to the changing catchment and population of the school by consistently ensuring that the individual needs of children and pupils are met. Many of the strengths of the last inspection have been maintained and, indeed, strengthened. Under the leadership of the headteacher, this is a school that shows no signs of complacency and is very well placed to continue to develop and improve.

### STANDARDS ACHIEVED

#### Year 2 results

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

mathematics	C	E	C	B
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*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*

Children in the Foundation Stage and pupils in Years 1 and 2 achieve **well** overall. The above table shows that on the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was in line with the national average in mathematics and below the national average in reading and writing. Teacher assessments in science showed attainment to be at an average level. When compared to similar schools, attainment was above average in reading and mathematics and average in writing. Inspection findings show that standards in reading, writing, mathematics and science are at an average level and this continues to show that all pupils are achieving well, given the low attainment levels when children start at the school. Standards in religious education are in line with the expectations of the locally agreed syllabus and achievement is satisfactory overall with some evidence of good achievement. Standards in ICT are at an average level and achievement is satisfactory. Standards in art and design, music and history are at an average level and pupils achieve well and standards in singing are good. Pupils achieve well in personal, social and health education. Standards in all other inspected subjects are at an average level and achievement is never less than satisfactory.

Children get off to a good start during their time in the Foundation Stage. Attainment levels when they start at the school cover the full ability range, but are well below average overall, particularly in communication, language and literacy and their knowledge and understanding of the world. By the end of the reception year, most children are likely to reach the goals expected of them in the personal, social and emotional, physical and creative areas of learning. Despite achieving well in communication, language and literacy, mathematical development and knowledge and understanding of the world, attainment is below the expected level because of the children’s low starting points.

Across the school, pupils with special educational needs, pupils whose first language is not English and Travellers’ children achieve as well as their classmates because of the good quality of provision and support.

Overall, pupils’ spiritual, moral, social and cultural development is **good**, with moral and social development being very good. Pupils’ behaviour is good and often better for many pupils. The vast majority of pupils have positive attitudes to learning and all that the school has to offer. The school has put a great deal of time and effort into promoting the importance of good attendance and, although attendance rates are improving, they still remain below the national average and are unsatisfactory. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching and learning are **good** overall and are at times very good in the Foundation Stage and in the straight Year 2 class. When teaching is at its best, it is because it is vibrant, full of pace and challenge and teachers make learning fun and enjoyable. The school has already



identified the need to make better use of computers to support and enhance learning in different subjects of the curriculum. Throughout the school, teaching assistants and other support teachers and staff make a valuable and valued contribution to how well pupils achieve. The school is a very inclusive one and always seeks to ensure that the needs of individual pupils are met. Good assessment procedures are in place and the school is seeking to make even better use of information gleaned to help improve target-setting and pupil tracking systems. The curriculum is good and is enhanced by a very good array of visits, visitors and extra-curricular activities. The provision made for the care and welfare of pupils is very good and the school is very good at recognising and celebrating the uniqueness of the individual. The school is not only very good at giving pupils a voice, but it also takes on board their views and pupils genuinely contribute to the decision-making processes of the school. The school has established very good links with parents and good links with the community and other schools which all serve to enhance the quality of pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good** overall. The leadership and management of the headteacher are very good. The leadership of key staff is good. The management of the school is good. The headteacher has a very strong grasp of the school's strengths and what is needed to improve the school. She has been very successful at moulding together a team of effective teaching and non-teaching staff who share her desire for all pupils to achieve well in a caring and supportive learning environment. She is very well supported by the deputy headteacher. Governance of the school is good and, as well as ensuring that all statutory requirements are met, the governing body plays an influential role in the strategic management of the school.

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

The parents are very proud and appreciative of the quality of education that the school provides. The school's questionnaire and the meeting with parents before the inspection were both very positive about almost all aspects of school life. Many parents made praiseworthy comments about the school and were particularly happy with how well pupils achieve, the approachability of the school, the degree of racial harmony and the fact that teachers make learning an enjoyable adventure.

Discussions with pupils show that they too are very proud of their school and enjoy everything that the school has to offer. Pupils feel that the school listens to and takes on board their views and that staff go out of their way to help them if they have any worries or concerns. Extensive discussions with many pupils indicate that there is little or no bullying or racism and pupils confirm animatedly and assuredly that, should it occur, it would be dealt with quickly and sensitively.

## **IMPROVEMENTS NEEDED**

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

- Ensure that target-setting and tracking procedures are used as effectively and rigorously as they could be to have the biggest impact on how well all children and pupils achieve.
- Ensure that meaningful and relevant opportunities for computers to be used to support and enhance pupils' learning in different subjects of the curriculum are planned for and capitalised on.
- Continue to pursue the current rigorous procedures, and explore new ones if necessary, for improving attendance rates at the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are at an **average** level by the end of Year 2. Overall, children in the Foundation Stage and pupils in Years 1 and 2 achieve **well**.

#### Main strengths and weaknesses

- Children get off to a good and at times very good start to their educational lives in the Foundation Stage.
- Pupils in Years 1 and 2 generally achieve well, with particular strengths for the pupils in the straight Year 2 class.
- Pupils with special educational needs, pupils for whom English is an additional language and pupils from Travellers' families all achieve as well as their classmates.
- Achievement in ICT could be better.

#### Commentary

#### FOUNDATION STAGE

1. The attainment levels when children start in the nursery cover the full ability range but attainment overall is well below average, particularly in children's communication skills and their knowledge of the world. During their time in the Foundation Stage, children achieve well and at times very well in the nursery and in the straight reception class. By the time that children start in Year 1, although all children have made good and, at times, very good progress across all areas of learning, the low starting point results in below average attainment in communication, language and literacy, mathematical development and knowledge and understanding of the world. When children start in Year 1, most children are likely to reach the goals expected of them in their personal, social and emotional, physical and creative development.

#### KEY STAGE 1

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

Standards in:	School results	National results
reading	15.5 (14.1)	15.8 (15.7)
writing	13.9 (11.8)	14.6 (14.6)
mathematics	16.3 (14.6)	16.2 (16.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

2. On the basis of the 2004 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was in line with the national average in mathematics and below the national average in reading and writing. Teacher

assessments in science showed attainment to be in line with the national average. When compared to similar schools, attainment was above average in reading and mathematics and at an average level in writing. The trend in improvement of the school between 2000 and 2004 was below the national trend. This was due to a significant dip in attainment in 2003. However, school data shows that this group of pupils was particularly poor in terms of attainment on entry to the school. Inspection findings indicate that standards in reading, writing, mathematics and science are all at an average level and this represents good and, at times, very good achievement given the low starting points of many pupils when they join the school. There is no significant evidence of differences in the attainment of boys and girls. Standards in religious education are in line with the expectations of the locally agreed syllabus by the end of Year 2 with evidence of good achievement in some classes. Standards in ICT are at an average level with satisfactory achievement. The fact that pupils are not provided with enough opportunities to put their skills to the test in different subjects of the curriculum prevents achievement from being stronger. Standards in art and design and history are at an average level, with all pupils achieving well, and singing standards are good. Pupils achieve well in their personal, social and health education. Standards in other inspected subjects are at an average level and achievement is never less than satisfactory.

3. The school has a high commitment to inclusion and works very hard to ensure that pupils with special educational needs, pupils for whom English is an additional language, pupils who are from Travelling families and higher-attaining pupils, all have full and equal access to the curriculum and all that the school has to offer. These are important factors in ensuring that all these pupils achieve as well as their classmates.

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

Pupils' have **good** attitudes to learning. Behaviour is **good**. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **unsatisfactory** and punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- The good and often better behaviour of many children and pupils contributes significantly to the learning environment in school.
- Children and pupils are enthusiastic learners who greatly appreciate what the school has to offer.
- Relationships in the school are very good and pupils show high levels of respect for one another.
- Pupils' moral and social development is very good.
- Despite the best efforts of the school, attendance is below the national average.

### **Commentary**

4. The school has a strong family ethos in which children and pupils thrive and develop. All pupils, whatever their ability, ethnicity or background, have good attitudes to learning and speak most appreciatively about what the school

offers. Pupils take part enthusiastically in lessons and in the very good range of extra-curricular activities that is provided. They quickly realise that everyone in the school is valued through recognition of their achievements and timely praise. Relationships are very good with a high level of racial harmony and pupils from a range of different social and cultural backgrounds show a genuine respect for the feelings and beliefs of others. Children's attitudes in the Foundation Stage are often very good with many children taking part in their learning with high levels of enthusiasm and always being ready to share resources and give a helping hand to classmates. Many of the strengths in pupils' attitudes and behaviour have been maintained since the last inspection. Older children mix well with younger ones and take an active role in helping pupils in the playground to join in games with other children and make friends.

5. Behaviour in class and around the school is never less than good and often better for all pupils irrespective of social or cultural background. Although there have been seven exclusions during the last twelve months, these relates to one pupil and are the exception rather than the norm. The school has clear aims as to how pupils are to behave and pupils rise to these expectations and greatly appreciate the strong emphasis that is placed on praise and encouragement. Behaviour in the Foundation Stage is very good with good strategies in place for promoting positive behaviour. Children want to please and respond very positively to the behavioural expectations that are set. Across the school, Traveller children, pupils with special educational needs and those who speak English as an additional language are very well included and add greatly to the sense of family and community that pervades the life of the school. Extensive discussions with many pupils indicate that there is little or no bullying or racism and pupils confirm animatedly and assuredly that, should it occur, it would be dealt with quickly and sensitively.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	133	7	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Pakistani	16	0	0
Asian or Asian British – Bangladeshi	10	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – African	4	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

6. From an early age, pupils develop a very clear understanding of right and wrong and how their behaviour can impact on others. Each week in assembly

pupils listen to a story with a strong moral flavour and are always provided with opportunities to talk through situations and to reflect on how they might have behaved differently. There is a strong emphasis on promoting social development and giving pupils responsible tasks around the school, which they carry out with high levels of maturity. The school council is well established and pupils enjoy being part of it. The school is very effective in developing pupils' self-esteem and building up their confidence as learners, which is particularly beneficial for pupils with specific learning needs. The many clubs that the school runs and the wide array of visits and visitors all provide pupils with golden opportunities to utilise their social skills and to broaden their social horizons. Within lessons, pupils are provided with plentiful opportunities to collaborate with one another.

7. Pupils from a range of different backgrounds work together well and learn to respect each other's cultures and beliefs and add to the strong sense of racial harmony evident in the school. Equal opportunities and personal rights are respected and pupils develop a very good understanding of the needs of others, by supporting a range of local and national charities. Opportunities are seized upon to talk about pupils' own experiences to widen pupils' understanding of how rich the world is in different ideas, traditions and values. Pupils' spirituality is often promoted well in assemblies and in lessons, and pupils openly discuss their emotions and feelings on a range of different issues with time given for reflection.

## Attendance

### Attendance in the latest complete reporting year 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data:	6.1	School data:	0.2
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.*

8. Despite the school's concerted and consistent efforts and rigorous monitoring procedures, the level of attendance remains below the national average. Parents are reminded regularly of the importance of good attendance on their children's progress but a small number of parents do not respond as positively as they could.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching, learning and assessment are **good**. The curriculum is **good** with a **very good** array of enrichment opportunities to enhance pupils' learning. The accommodation and resources are **good**. The provision made for pupils' care, welfare and health and safety is **very good**. The manner in which the school involves pupils, listens to them and acts upon their views is **very good**. Links with parents are **very good** and there are **good** links in place with the community and other schools.

## **Teaching and learning**

Teaching and learning are **good**. Assessment is **good**.

### **Main strengths and weaknesses**

- Teaching in the Foundation Stage enables children to get off to a good start to their educational lives.
- Teaching is particularly strong in the straight Year 2 class, but occasionally lacks pace and vibrancy in some other lessons.
- Reading, writing and investigative skills are taught well.
- Teaching is effective at meeting the individual and diverse needs of pupils at the school, helped in no small part by the significant contribution of support staff.
- The imaginative use made of visits and visitors helps to enthuse the pupils and to bring learning to life.
- Target-setting and tracking of pupils' progress could be made more rigorous.

## Commentary

### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	16	3	0	0	0

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

9. Teaching and learning are good overall, with the very good teaching more prevalent in the nursery and the straight reception and Year 2 classes. The quality of teaching contributes much to how well children and pupils achieve, and many of the strengths in teaching have been maintained since the time of the last inspection.
10. Teaching and learning in the Foundation Stage are good with some very good practice. All staff work together really well as a team and constantly capitalise on opportunities to develop and enhance children's communication skills. Across the Foundation Stage, work is often challenging and meets the individual needs of the children well, in addition to continually building up their self-confidence and esteem. Learning activities are often imaginative, creative and great fun to the extent that children do not always recognise how much they are learning. Teaching is often very good in the nursery and in the straight reception class. Here, the learning environments are a riot of colour, resources and accommodation are used in a highly inventive manner and a very good balance is struck between children learning through practical and child-initiated activities, and the very good teaching of important key skills.
11. The good start that children make in the Foundation Stage is generally built on well and, at times, very well in Years 1 and 2. Teaching is strongest in the straight Year 2 class where teaching is often very good because it is vibrant, challenging and good fun, and pupils are often hanging on the teacher's every word. Although in other classes teaching is often good, there are occasions, particularly in the mixed Year 1/2 class, where teaching just lacks a little zip and vibrancy to capture and keep the attention of the pupils.
12. Reading skills are taught well in Years 1 and 2 because pupils are initially taught a good range of strategies to tackle unfamiliar words and then in Year 2 pupils are taught well how to locate information confidently. Writing skills are generally taught well particularly for the older pupils, when the necessary skills to write for a variety of audiences and purposes are taught very well. This is further enhanced by the school's decision to set writing groups by ability twice a week as these have proved successful in helping to raise writing standards. Opportunities are often seized upon well for pupils' writing skills to be put to good use in other subjects of the curriculum. Teaching has over time placed a greater emphasis on pupils' learning through investigative and problem-solving activities in mathematics and science and this is another initiative which has impacted positively on how well pupils learn and achieve. Pupils thoroughly enjoy learning in this manner and often show high levels of enthusiasm. The



tasks that are provided are often demanding and really get the pupils thinking and using their mathematical and scientific knowledge to find solutions or to make accurate predictions. Occasionally, the challenge is not at this high level.

13. Teachers are often looking for different ways of advancing pupils' interest and learning. With this in mind, teachers plan well to make the best use of visits and visitors to bring another dimension to the quality of pupils' learning. In subjects such as history, geography, art and design and religious education, educational visits to places of interest are used to good effect as are public service representatives and members of the local community, who are only too willing to talk to pupils about their areas of expertise or interest. Teachers are also making increasingly good use of interactive whiteboards as a learning resource to enthuse the pupils and to make learning more visually stimulating. Teaching is good in the direct teaching of key skills and techniques in subjects as art and design and music. Personal, social and health education is taught well because it provides pupils with good opportunities to discuss a wide range of social and emotional issues and to explore their own feelings whilst at the same time improving their communication skills and confirming to them that their views and opinions are listened to and respected.
14. The quality of teaching for pupils with special educational needs, for pupils who speak English as an additional language and for Travellers' children is good and at times better. Individual education plans are good and the support and teaching provided by teaching assistants and the special needs teacher contribute much to the good progress pupils make. Pupils whose first language is not English and Travellers' children benefit from equally good levels of support from teaching assistants and other specialist teaching staff. The support is sensitive to the needs of the individual but expectations are high and pupils respond in a positive manner. The school clearly identifies higher-attaining pupils and teaching is successful, in most instances, in ensuring that work is demanding enough for these pupils.
15. Assessment overall is good. Very good procedures are in place for assessing children's attainment and progress in the Foundation Stage. Good procedures are in operation for identifying and tracking the progress of pupils with special educational needs and pupils who speak English as an additional language. Procedures for assessing pupils' attainment and progress in the foundation subjects as well as the core subjects are all good. The school analyses test and assessment data well and uses the information to set priorities for improvement. Good attention is paid to analysing data with regard to gender, ethnicity, different backgrounds and pupil mobility. Although strategies for target-setting and reviewing pupils' progress are satisfactory, they are not rigorous or regular enough in checking if pupils are consistently making the progress they should be. The school has already identified this as an area for improvement.

## **The curriculum**

The curriculum for all pupils is **good**. There are **very good** enrichment opportunities. Accommodation and resources are **good**.

## **Main strengths and weaknesses**

- Many of the learning activities on offer do much to enhance the achievement of children and pupils.
- The school provides well for pupils of different abilities and for pupils from different ethnic and cultural abilities.
- Pupils' writing skills are promoted well in different subjects, but opportunities to use computers to enhance learning are not always seized upon.
- A very good range of visits, visitors and club activities adds to pupils' interest and enjoyment in what they do.
- The good accommodation and resources add much to the learning environment.

## **Commentary**

16. The school has made good improvements to the quality of the curriculum since the previous inspection and continues to fully meet all statutory requirements. While maintaining its strong and necessary focus on literacy and numeracy, the school also ensures that the foundation subjects are taught in depth. The school seeks to make relevant links between subjects and this helps to give pupils a deeper understanding of different topics they are studying. Opportunities are generally capitalised on well for pupils' writing skills to be put to good use in different subjects, but there are too many missed opportunities for pupils to use computers to enhance learning in other subjects. The curriculum in the Foundation Stage is good. Learning activities are often vibrant and fun, and show a real appreciation of how young children learn best. Many opportunities are on offer for children to learn through structured play and child-initiated activities as well as through the direct teaching of important key skills and concepts. The quality of curriculum planning across the school is good. Teachers plan together well to ensure that previous learning is built on well and that a consistency of learning experiences is provided for similar age pupils in different classes.
17. The school provides good equality of opportunity for pupils and the school has a high commitment to inclusion. Provision for pupils with special educational needs is good. Pupils benefit from good individual education plans, which are regularly monitored. The special needs co-ordinator has a clear overview of what assistance each pupil receives and the level of support from teaching assistants is good and at times very good. Provision for pupils with English as an additional language is also good. There are good links with the local education authority support services so that pupils at the early stages of speaking English receive the good levels of teaching support that they need to achieve well. Classroom support from the school's staff is also good. Good provision is made for supporting Travellers' children and this enables them to achieve as well as their classmates. Higher-attaining pupils are generally well catered for within lessons through access to carefully differentiated tasks to extend their skills and provide suitable challenges. All these factors help to ensure that every pupil in school, regardless of ability, gender or ethnicity takes part in all the curriculum activities on offer.

18. The curriculum is enhanced very well by a very good array of extra-curricular activities, visits and visitors. These make a strong contribution to pupils' personal and social development as well as enhancing pupils' learning in many subjects of the curriculum. The range of extra-curricular activities includes those of a sporting, musical, artistic and environmental nature and the pupils' participation rate is high. The school takes part in a very good range of educational visits to support pupils' learning and makes very good use of members of the local community and public services to talk to pupils about their areas of expertise or interest. Discussions with pupils indicate that they really feel that such activities help to bring learning to life and are great fun. The school also provides well for the personal, health and social education of pupils through the school council and through timetabled PSHE lessons and circle time.
19. The accommodation has significantly improved since the previous inspection through building work that has added extra facilities. Space around the school is utilised well and very good use is made of the outside accommodation in the nursery. Some classrooms, such as the reception, nursery and the Year 2 classes, are alive with colourful displays which are not only aesthetically very pleasing but also act as valuable interactive learning resources. The range and quality of outside accommodation throughout the school are very good. Pupils have access to attractive grounds that are extensive and well used. These have been tastefully redesigned to include a small but attractive garden that is used well to promote, for example, pupils' learning in science. Resources are good overall in terms of quality and quantity and used well to boost pupils' achievements.

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

Provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **good** support, advice and guidance based on monitoring. The school provides **very good** opportunities for pupils to have a voice in the life of the school.

### **Main strengths and weaknesses**

- Pupils' health and safety is assured through the school's very good procedures.
- Pupils learn in a safe environment where they are happy and very well cared for and where child protection procedures are given a high priority.
- Very good relationships support pupils' individual academic and personal needs and induction arrangements are very good.
- Pupils with special educational needs and pupils from different ethnic and cultural backgrounds receive good support and are very well integrated.
- Pupils are involved very well in decisions for improvements to the school environment.
- Academic target-setting procedures are not as rigorous as they could be.

### **Commentary**

20. Since the last inspection, the school has continued to maintain a high level of care and support for all pupils. Parents are very satisfied with the pastoral care their children receive at school. Parents of children with special educational needs and those learning English as an additional language speak highly of the school's provision and their children's progress. The staff and governing body follow very good procedures to monitor and record all aspects of health and safety. Formal risk assessments are completed regularly. Child protection procedures are very good and all staff are fully aware of the school's responsibilities.
21. The school has no system to formally monitor and record pupils' personal development. However, teachers and learning support assistants understand pupils' needs very well and information is regularly shared informally about pupils' personal achievements. Although academic target-setting procedures are satisfactory, the targets that are set are not reviewed on a regular enough basis to ensure that all pupils are making the progress of which they are capable. Pupils with special educational needs, those who speak English as an additional language and Travellers' children are well supported. The school works closely with all parents to ensure that children settle quickly into school routines whenever they join the school. Those joining the school in the middle of the year are welcomed and receive the same high level of care and support.
22. Very good arrangements are made to involve pupils and to encourage their ideas for improvements to the life of the school. Pupils have the opportunity to represent their class on the school council and they confidently report their discussions and decisions to their peers. Pupils' views on many different issues are canvassed in lessons and assemblies and they are very confident that their voices are listened to and are proud that the school often acts upon their suggestions. Older pupils willingly take on special responsibilities, such as supporting the playground friendship bench, librarians and classroom monitors. This makes a very positive contribution to pupils' personal and social development and effectively raises their self-esteem and confidence.

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

The school has a **very good** partnership with parents. Links with the community are **good**. There are **good** links with other schools.

### **Main strengths and weaknesses**

- The school welcomes parents and is committed to working closely with them.
- Adult literacy courses and classes for parents for whom English is an additional language provide good support for parents.
- Parents' views are regularly sought and highly valued in the development of the school's work.
- Regular communication keeps parents well informed.
- Links with the community and other schools support the curriculum and pupils' personal development well.

### **Commentary**

23. The school works hard to maintain and develop a strong partnership with parents and carers and to encourage their help in their children's learning. The strengths identified at the last inspection have been built on. Most parents are very supportive, but there is a significant minority, who despite the best efforts of the school, find it difficult to enter into a partnership with the school and to support their child's learning. Parents speak highly of the quality of education provided and the care and support that they and their children receive. They strongly agree that the school is very approachable and they are confident that any concerns are dealt with promptly and effectively. Parents are very pleased that their views are sought and valued in the school's development. The school is actively increasing its consultations with parents and is working effectively towards the Partnership with Parents Award.
24. A group of parents help regularly in classrooms and provide valuable support by listening to reading and helping with practical activities. The Friends of Bristow is a small but active group of parents and members of the community who support the school well by organising regular fundraising events, which are well attended. With the support of the Camberley Adult Education Centre, a small number of parents attend the weekly adult literacy and computing course in school. In addition, the English (for speakers of other languages course) is well established in the school and a significant number of parents from different ethnic backgrounds attend sessions to improve their spoken English. Both courses are making a good contribution to developing a close and highly effective partnership between home and school.
25. Parents are very satisfied with the regular newsletters, curriculum information and guidelines to support the work of the school at home. Most parents value the regular consultation evenings and the many formal and informal opportunities to speak to teachers about their children's progress. The school provides parents with a good range of informative guidelines such as pointers in reading books, speaking skills development and mathematics games and targets to share at home. Parents of pupils with special educational needs are well informed about individual education plans, and are invited to attend all assessment and review meetings. The annual reports provide parents with a satisfactory amount of information about progress, but there are some inconsistencies in the use of language, which may not be sufficiently clear to all parents.
26. The school has good links with the community and this helps to enrich the curriculum and to foster pupils' personal development and experience. Pupils benefit from taking part in community events such as the Christmas celebrations and the firework display. There are good links with the church, which enhance assemblies through regular visits by the clergy. Pupils take part in a range of charity fundraising and meet representatives from different local agencies. Local businesses support the school very well and are currently providing pupils with a sensory garden and making improvements to the sandpit.
27. There are good links with other schools and this make a strong contribution to the quality of education provided. In partnership with another local school and

the local church, the school is successfully helping to offer story sessions for parents with young children. The school works closely with the local playgroups and nurseries through the Home Start programme and this ensures that induction arrangements are very well organised. Through the learning network with a number of other local schools, the staff benefit from joint training days and the sharing of good practice. The school regularly welcomes students from the local secondary school for work experience and those taking diplomas in childcare.

## **LEADERSHIP AND MANAGEMENT**

There is **good** leadership and management of the school overall. The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. The management of the school is **good**. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher plays a pivotal role in the school's successes.
- Leadership and management by key staff, particularly the deputy headteacher, make a valuable contribution to the school's continued development.
- Monitoring information is astutely used to plan the next steps in the school's progress.
- The school's strong values concerning inclusion are seen in many aspects of school life.
- Governors support the school well and have a good understanding of their role as the school's 'critical friend'.

### **Commentary**

28. The headteacher's drive and vision are firmly based on her steely determination to provide a good quality of education that enables all pupils to achieve well. She leads and manages the school very well. She has a very perceptive and accurate understanding of the school's strengths and areas for improvement. The headteacher plays an important and effective role in monitoring teaching and learning and this has led to improvements in the quality of pupils' education. She has been very successful in creating a very strong and effective team spirit and her management style and her successes have gained her the respect of pupils, parents, staff and governors alike. The deputy headteacher very ably assists the headteacher and makes a very good contribution to the way that the school is led and managed. Many of the strengths in leadership and management identified at the last inspection have been maintained.
29. In addition to the effective monitoring of teaching and learning carried out by the headteacher and deputy, many subject leaders lead and manage their subjects and aspects of school life well. They carry out lesson observations and regularly examine pupils' work and teachers' planning. Information from these monitoring exercises is used well to identify areas for improvement and good strategies are put in place to ensure that issues are tackled well. Leadership and management of the Foundation Stage are good and ensure that all staff work together very well in providing a curriculum that takes good account of

how young children learn best. The leadership and management of special educational needs are good and the provision for pupils who speak English as an additional language and for Traveller children are all managed well. This ensures that support is targeted to where the need is greatest, that documentation is well maintained and that links with outside agencies are used well to support pupils' full inclusion in the life of the school.

30. Staff are fully involved in the school improvement planning process and demonstrate a strong commitment to achieving the targets the school sets itself. The quality of the school improvement plan is good and each priority has specific success criteria to enable the management and governors of the school to monitor progress. All staff are given regular opportunities to discuss views and talk about the possibilities and potential snags before a particular course of action is taken. They are very dedicated to the school and all are very much encouraged by the head to have a voice in the school's continued development. Good procedures are in place for analysing test and assessment data and the information is used well to set school and individual targets. Good attention is paid to monitoring achievement by gender, ability and ethnicity. The school has already recognised the need for pupils' targets to be revisited more regularly. The overall picture that emerges is that this is a school that is good at self-evaluation. The school accurately identifies areas for development and then tackles them assiduously.
31. Strong, professional relationships exist between the governors and staff. The governing body has a regular and effective programme of visits to the school to monitor progress and those governors who undertake this work provide feedback to their colleagues on what this work has yielded. The governors are always prepared to ask challenging questions and to act as a 'critical friend' to the school. Individual governors work well with co-ordinators. The curriculum and standards committee, for example, regularly discusses an aspect of the curriculum with different co-ordinators each term and fully reviews the school's assessment data to ensure that all pupils, including those from different ethnic minorities, are achieving to the best of their ability. The chair of governors works closely with the headteacher and there is a genuinely close and co-operative rapport between the staff and governors. This enables the governing body to ensure that all statutory requirements are met and to fulfil its responsibilities well. These include its work in terms of inclusion, the philosophy of which is exemplified in many aspects of school life.
32. There is good day-to-day management of the school. Teachers are deployed well and their teaching skills and talents are used to full effect. Management is keen to promote staff development and all staff, including those working in a support capacity, have regular opportunities to update their skills and interests. Performance management arrangements are secure and finely tuned to reflect improving pupils' achievement as well as developing teachers' professional expertise.
33. Financial planning is good. A recent shortfall in pupil numbers has put pressure on the school budget. However, the implications of this have been carefully thought through, and the contingency accrued is to be used to offset the

potential consequences. The headteacher and governors, aided very ably by the school's administration officer, have steered a careful course to enable staffing levels to remain at their current level and to support the school's continued educational development. Careful consideration is given to the notion of achieving the best value for planned expenditure and the budget is judiciously monitored to ensure that expenditure reflects income. Day-to-day administration is very good and enables the school to run in a very smooth and efficient manner. Office staff provide a very welcoming first point of contact for parents and visitors.

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

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	458 925	Balance from previous year	27 040
Total expenditure	458 385	Balance carried forward to the next	27 580
Expenditure per pupil	2 589		



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

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

Provision for children in the Foundation Stage is **good**.

34. There are 45 children who attend part-time in the nursery and 44 reception children, of whom 15 are in a mixed-age class with Year 1 pupils. Attainment on entry to the nursery covers the full ability range and is well below average overall, particularly in children's communication skills and their knowledge and understanding of the world. Children who speak English as an additional language often enter the nursery speaking little or no English. By the end of the reception year, most children are likely to reach the goals expected of them in the personal, social and emotional, physical and creative areas of learning. Despite achieving well in all areas of learning, children are unlikely to meet the expected standards in communication, language and literacy, mathematical development and knowledge and understanding of the world because of their low starting points.
35. Children achieve well because the teaching is good, and often very good in the nursery and single-aged reception class. Teaching is at least good in all areas of learning for all children in both nursery and reception classes and is particularly strong in the area of personal, social and emotional development. This is mostly a similar picture to the time of the last inspection. The strengths in the teaching lie in the very good team spirit between staff and the way they promote children's self-esteem through appropriate praise and encouragement. Teachers are skilful in their questioning, match work closely to individual needs, offer an exciting range of learning activities and make very good use of the high quality and imaginative resources. Teaching assistants and other adults also make a very strong contribution to the good teaching. The very good assessment of children's progress underpins the children's work and, as a result, children are very well motivated, have very positive attitudes and behave very well.
36. The curriculum is sufficiently challenging and provides for a wide range of stimulating activities, particularly for outside play, and there is a good balance between those activities chosen by the child and those led by the staff. The induction procedures for children are very good, as are the links with parents. The Foundation Stage leader provides good leadership and management.

### **Personal, social and emotional development**

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

### **Main strengths and weaknesses**

- Staff are skilled in raising children's self-esteem and confidence.
- Teachers use a rich variety of resources to provide children with very imaginative, enjoyable experiences.

- High expectations, very clear routines and firm but friendly class management ensure that children behave very well and are developing positive attitudes to learning.
- Children occasionally shout out rather than putting their hands up.

## Commentary

37. By the end of the reception year, children reach the goals set for them because of the high quality experiences they receive. Teaching and learning are good and often very good. All children achieve well. The teachers and support staff in both nursery and reception classes have very good relationships with the children and make them feel safe, secure and valued. In all their teaching and interactions with children they praise them for their good efforts. Staff are very aware of the needs of individual children who may have special educational needs, be early speakers of English or come from a Traveller background, and do their utmost to help these children gain in confidence. All children's contributions and work are highly valued by staff. For instance, the "special helpers" for the day are made to feel very special when their classmates and teacher comment about their achievements. They burst with pride when these are acknowledged by hugs and claps from other children. Staff provide lots of chances for children to be independent in the choices they make and to take responsibility for their actions. As a result, children in all classes are friendly and co-operative with one another, whether playing a game, sharing resources or playing outside. Children make sensible choices when choosing activities and apply themselves conscientiously to the task. Children mostly listen attentively to their teacher and their classmates. However, occasionally, because staff do not insist on children putting up their hands to speak, a few children talk at once which makes it difficult to hear what has been said.

## Communication, language and literacy

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

### Main strengths and weaknesses

- Teachers' questioning of children is very good.
- A good foundation for children's future is laid in developing children's early literacy skills.
- Teaching assistants make a very valuable contribution.

## Commentary

38. Although standards in this area are still below those expected for children of their age by the end of the reception year, all children achieve well because the teaching is good and sometimes very good. Across the Foundation Stage, work is well planned and matched to children's individual abilities and provides a good foundation on which to build in the infants. Learning in the reception classes builds on well from the early communication skills developed in the nursery. Teachers are particularly skilful in their questioning of children and encourage them to think deeply. Staff are very sensitive to all children's communication attempts and seize on them and extend them. This means that children gain in confidence in self-expression and communicate more freely with each other and the adults around them, even though the language they use is limited. Staff work hard to encourage children's speaking and listening skills and often lessons include times for children to discuss ideas with a

partner. Children who have particularly poor speech and those with special needs are very well supported by teaching assistants and often benefit from regular support in small groups. Teachers promote reading successfully and, when sharing “Big Books” with the whole class, ensure no chance is lost to teach children the different strategies they need to learn to read. The direct teaching of writing is very good and higher-attaining children are particularly proud of the two to three sentences they write and read back.

### **Mathematical development**

Provision in mathematical development is **good**.

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

- Teachers provide a wide range of practical tasks and use skilful questioning to help children learn to use mathematical language confidently.
- Children are often encouraged to learn about numbers at every occasion.
- Children have plenty of chances to use sand and water to enhance their learning about capacity.

#### **Commentary**

39. Teaching, learning and achievement are all good even though standards are below the expected level by the end of the reception year. Staff plan a good range of practical activities, using a wide variety of attractive resources, to engage children’s interest in number. Although many children have limited language skills and find it difficult to explain what they are learning, teachers encourage them consistently to use the correct mathematical vocabulary. Teachers in the nursery often use songs to help children consolidate what they know about numbers and children respond enthusiastically to these sessions, even though the recall of numbers is limited for some children. In the reception classes, the registration period is often effectively used to promote children’s counting skills and suitable programs on the computer are used to consolidate children’s knowledge of number. Sand and water play is regularly on offer and teachers plan well what children are to learn from these experiences. Teachers are skilled at asking questions to challenge children’s thinking and match work well to children’s differing abilities. The ends of lessons are used well to establish what children have learnt and understood.

### **Knowledge and understanding of the world**

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

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

- Staff work hard at making the children aware of the world in which they live.
- Displays of books, resources and living things provide a rich and stimulating environment.
- Children have continuous access to computers and as a result are developing their early skills well.

- Teaching celebrates cultural diversity well.

### **Commentary**

40. Teaching and learning are good and all children achieve well, even though standards are below the expected level by the end of the reception year. In nursery and reception, children explore different materials and get a basic understanding of their properties. Staff make children aware of the world in which they live by giving them opportunities to look at flowers, insects, plants and by setting up play areas that represent different climates from around the world. Lots of practical experiences are provided, but few children have a secure understanding of the world beyond their own family and locality. Children are beginning to establish a sense of chronology, but this is not secure. Attractive displays of books and objects all relate to current or past work and provide a good resource to foster children's interest in learning. Nursery children are fascinated to watch what happens to strawberries when left to turn mouldy and to watch recently hatched ladybirds grow. Staff in both the reception and nursery classes make good use of the school grounds and the local community to make children more aware of what is around them. All these first-hand experiences make learning more meaningful for children. Children have good access to computers. This means that children are competent users of the mouse, and master the skills of 'clicking' and 'dragging' from an early age. Discussions about feelings, happenings and the beliefs, traditions and cultures of the many different groups of children in the Foundation Stage help to promote and celebrate cultural diversity and to engender respect for others.

### **Physical development**

Provision in physical development is **good**.

### **Main strength and weaknesses**

- Both the excellent large apparatus in the hall and the high quality resources provided for outside play offer children relevant and exciting experiences.
- Staff give good support and encouragement to children in their outside play.
- Teaching of early gymnastics skills is often good.

### **Commentary**

41. All children achieve well because of the good quality of teaching and learning, and standards are at an expected level by the end of the reception year. The Foundation Stage is very well equipped with a wide variety of high quality large and small apparatus, both for outside play and in the hall. The spacious outside garden area is adjacent to the nursery class, but is accessed by the reception children at fixed times. The system works well and allows plenty of time for the reception children to participate in the many varied activities on offer. For example, children are able to practise *shooting* into a net, crawl through tunnels, kick balls into goal areas as well as using climbing apparatus, slides and wheeled toys regularly. They take part in these activities well and with high

levels of enthusiasm. Staff are quick to spot children in need of support or requiring the teaching of a specific skill and respond well. Lessons for the reception children are timetabled in the hall and include maypole and other dancing, games and gymnastics. These opportunities, combined with the good teaching of skills in using the large hall apparatus, mean that children's physical development is promoted well. Throughout the Foundation Stage, fine motor skills, such as cutting and joining, are taught well and children carry out these tasks satisfactorily. Children are directly taught how to hold brushes and other tools and this helps them in their creative work.

### **Creative development**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for the children to work creatively.
- Children are keen to engage in role-play activities.
- Children have few opportunities to practise mixing colours.

### **Commentary**

42. The good quality of teaching and learning results in all children achieving well and for standards to be at an expected level by the end of the reception year. In both the nursery and reception classes there are well-planned chances for children to explore an exciting range of materials and to develop their skills in painting, drawing and collage work. Some of the painting and collages produced by the reception children are of good quality and show great care and attention to detail. Teaching provides children with opportunities to draw and paint from close observation things from the natural world such as bluebells and tulips. The teaching is good and children are taught how to look closely before they draw and to think about the shape and form of the flowers. Although children are taught how to mix colours, they are often given ready mixed paints to use and this is a missed opportunity for them to practise what they have learnt. The numerous well-planned role-play areas (sea shell shop, igloo, Bedouin tent, florist, Percy's hut and castle) give children lots of opportunities to develop their imagination and interact with each other. These areas are popular with children because they are well resourced. Staff in all classes provide children with lots of singing opportunities and the children thoroughly enjoy this, although some children have some difficulty remembering the words. Teaching ensures that children have regular access to musical instruments and children listen to music in a satisfactory manner and recognise that different instruments make different sounds.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

## **Main strengths and weaknesses**

- Pupils achieve well.
- Reading and writing skills are taught well and often particularly well for some of the older pupils in school.
- Although assessment procedures are good, there is scope for improvement in target setting and tracking procedures.
- Teaching assistants and other teaching and support staff contribute much to how different groups of pupils learn.
- Writing skills are often promoted well across different subjects of the curriculum.
- How well the subject is led and managed contributes significantly to pupils' achievements.

## **Commentary**

43. On the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was below the national average in reading and writing. When compared to similar schools, attainment was above average in reading and average in writing. Inspection findings show a better picture of attainment, with standards being at an average level, and reflect the school's continued push towards raising standards in English. The important factor is that all pupils, irrespective of gender, ethnicity, background or ability, achieve well given the low attainment levels when children start at the school. Improvement has been good since the time of the last inspection because the school constantly seeks ways of addressing the needs of all pupils.
44. By the time that pupils leave school, many are attentive listeners who respect the contributions of others. Many pupils are confident speakers even if the vocabulary that they use lacks expressiveness. Reading skills are developed well from an early age and pupils quickly develop a secure phonic awareness and a range of strategies to help them tackle new words. Most pupils by the end of Year 2 are confident readers although some lack a little fluency. Writing skills are at an average level and have continued to improve over time. Pupils make satisfactory use of capital letters and full stops in their writing and spelling standards and handwriting skills are at an expected level. Pupils write for a wide range of audiences and purposes but few pupils' writing is at a higher level than that expected of seven-year-olds, in terms of the vocabulary used or in capturing and maintaining the interest of the reader.
45. Teaching and learning are good overall and often very good for the pupils in the straight Year 2 class. Good strategies are used daily to encourage confidence and raise self-esteem in talking aloud and listening to others. Reading skills are taught well from an early age with pupils being taught good phonic skills through a range of fun games, rhymes and other activities. They are then taught a range of different strategies to help them tackle unfamiliar words or phrases. Teaching in writing is most effective when it directly focuses on the skills needed to write for different audiences and purposes. It is most successful for the pupils in the straight Year 2 class and in the Year 2 writing

group taken by the headteacher. This is because lessons have a real zip about them, teaching stimulates an avid interest in pupils to want to write and high expectations are set as to the amount pupils are to write. Pupils often rise to the challenge. Where teaching is only satisfactory it is because teaching lacks a sense of vibrancy to really enthuse and capture the imagination of the pupils. Generally, however, teachers work hard at developing positive attitudes in pupils and an early love of literature. Teaching assistants, the special needs teacher and other teaching and support staff make a significant contribution to the learning of pupils with special educational needs, those who speak English as an additional language and Travellers' children. All these pupils take an active and enthusiastic part in lessons because the support they receive fills them with confidence. The marking of pupils' work is often good as it makes clear to pupils what next steps are needed for improvement, although on occasions the quality or presentation of work does not merit the over generous comments.

46. The subject is well led and managed and this has had a most positive impact on pupils' achievement. Teaching and learning have been regularly monitored through lesson observations and through the scrutiny of teachers' planning and pupils' work. These strategies are well embedded in school practice. Good procedures are in place for assessing pupils' attainment and for analysing test and assessment data. The area for development, of which the school is already aware, is to make better use of this data for more rigorous and regular target setting, for tracking pupils' progress towards these targets and then examining and evaluating the reasons why, if pupils do not attain or indeed exceed the targets set.

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

47. The use of language and literacy across the curriculum is good. Teachers often capitalise on good quality opportunities to develop and enhance pupils' speaking and listening skills in discussions in many lessons and through drama and role-play activities. There are some very good examples of pupils' writing skills being put to good use in subjects such as history, geography, science and religious education. This good practice is more prevalent for some of the older pupils at this key stage and on occasions, for other pupils, chances are missed or are not specifically planned for.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- From a very low starting point, the pupils achieve well.
- The creative use of 'mathematic challenges', and the effective use of teaching assistants and support staff help different groups of pupils to achieve well.
- Teaching assistants and other teaching and support staff help different groups of pupils to achieve well.



- Purposeful leadership and management of the subject have contributed much to pupils' achievement.
- Pupils get too few opportunities to use ICT in their day-to-day lessons.
- The school has developed strong links to develop parents' understanding of how they can help in their children's learning.
- Assessment procedures are good, but target-setting procedures are not as rigorous as they could be.

### **Commentary**

48. The 2004 National Curriculum test results showed attainment to be in line with the national average and above average when compared to similar schools. Inspection findings indicate that standards are at an average level. Given the low starting point of many pupils when they start at the school, this represents good achievement for all pupils, including those with special educational needs, pupils who speak English as an additional language and Travellers' children. Improvement since the last inspection has been good.
49. By the end of Year 2, pupils have developed secure number skills. They work out the answers to simple sums ably using the four rules of number and have a satisfactory understanding of the properties of shape, space and measure, explaining what is meant by a right angle, and how units of length are measured in millimetres, centimetres or kilometres. Pupils' data handling skills are secure and the emphasis that the school has put on pupils learning through investigative and practical tasks has paid dividends, as pupils are now able to apply their number skills in a satisfactory manner to solve problems. In the past this aspect has been unsatisfactory. The weaker aspect is that pupils are not always able to recall previously covered work and this means that teachers have to spend too much time going over previous learning.
50. Teaching and learning are good. A particular strength is the highly effective use made of opening and closing parts of lessons. Teachers skilfully introduce to pupils what they are to learn and, at the end of lessons, recap with the pupils in order to grasp how well pupils have mastered what has been taught. All classes have a weekly mathematics challenge which is open ended and is often challenging, particularly for the Year 2 pupils. Work such as this keeps the pupils highly motivated and enthusiastic. Teaching is also effective when the lessons have a real sense of urgency and pupils respond well to the time deadlines that are set. Occasionally these qualities are missing in some lessons. Teachers make good use of everyday mathematics equipment for those with particular learning needs or who have a limited confidence and ability in using English. This helps the pupils to grasp more fully the concepts that are being taught. Teaching assistants and other teaching and support staff provide effective and challenging support for pupils with special educational needs and pupils who are learning to speak English as an additional language. The good quality of support impacts significantly on the good progress that these pupils make. A weaker element of teaching is that not enough consistent use is made of computers to enhance learning either through challenging programs that extend pupils' learning or to use mathematical software to broaden their skills of constructing and interpreting simple graphs, tables and charts.
51. There is good leadership and management in the subject. The subject leader has monitored teaching and learning well and regularly examined pupils' work and teachers' planning. The subject leader gives a clear lead in the subject and has successfully promoted effective ways to involve the parents more fully in their children's learning. These include the use of workshops and allowing parents to

borrow mathematics games that they can play alongside their children. Lunchtime mathematics clubs have further helped to raise the status of the subject, making it one of the most popular for the pupils. All these factors have contributed to improvements in standards and achievement. Although good procedures are in place for assessing pupils' progress, the targets that are set for pupils are not reviewed on a regular enough basis to ensure that pupils are making the expected rate of progress.

### **Mathematics across the curriculum**

52. The school makes satisfactory use of numeracy in other subjects. Pupils learn to develop their skills of recording information in simple table form in science as well as developing their understanding of measure in constructing bridges as part of their work and studies in design and technology, but there are a few occasions where opportunities are not planned for or capitalised on.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Teaching places a good emphasis on pupils learning through investigative and practical tasks and is particularly strong in the straight Year 2 class.
- Teaching assistants and other teaching and support staff play an important role in how well different groups of pupils learn.
- Leadership and management of the subject contribute much to the good quality of provision.
- Although good use is often made of pupils' writing and numeracy skills, not enough use is made of computers to support and enhance learning.
- Assessment procedures are good, but the data is not always used rigorously enough for tracking pupils' progress.

## Commentary

53. On the basis of the 2004 teacher assessments for Year 2 pupils, attainment was in line with the national average. Inspection findings show a similar picture. The picture that also emerges is that all pupils, including those with special educational needs, pupils who speak English as an additional language and children from Traveller families all achieve well given low attainment levels when the pupils start at the school. Improvement since the last inspection has been good. This is because of the greater emphasis that has been placed on investigative work which in turn has deepened pupils' level of scientific understanding.
54. By the time that pupils leave the school they have a good knowledge of materials and their properties. Pupils' knowledge of forces, electricity and what is needed for a healthy diet is satisfactory with the higher-attaining pupils showing a good knowledge of magnetism. Pupils have a secure understanding of what conditions are needed for plants to grow and an early understanding of life cycles. Pupils' ability to carry out investigative work is satisfactory overall, and improving at a good rate. More pupils are developing a deeper understanding of the concept of fair testing and beginning to grasp how their knowledge can be used to help them make more accurate predictions.
55. Teaching and learning are good overall and very good in the straight Year 2 class. In this class practical and investigative tasks are very well planned and adapted to meet the needs of different pupils. In addition, a very good balance is struck between pupils finding things out for themselves, whilst at the same time setting high expectations as to how pupils should put their scientific knowledge to best use to make better predictions. Elsewhere, teaching is good with strengths again in learning through practical, hands on work, where good expectations are set and where what pupils are to learn about is shared and explained to them. Teachers' good subject knowledge means that scientific concepts are clearly outlined. The practical approach to learning science motivates and engages pupils and involves pupils in lots of discussion work which is of particular benefit to pupils with special educational needs and pupils for whom English is an additional language. Teaching and support staff working with these pupils play a pivotal role in how well the pupils learn and achieve and enable them to take a full and active role in all lessons. Teaching often makes good use of relevant links between science work and developing pupils' writing and numeracy skills. Whilst good practice was observed in the Year 2 class for computers to be used to support pupils' learning, this good practice is not always replicated in other classes.
56. The leadership and management of the subject are good. The subject leader is knowledgeable and has a good grasp of the strengths and areas for development in the subject because of the good quality monitoring and evaluating of teaching and learning that she has carried out. This has been done through lesson observations and the regular examination of pupils' work and teachers' planning. The information gained has been used well to help improve provision, particularly in improving pupils' investigative skills. Good procedures are in place for assessing pupils' attainment and progress and for

analysing test and assessment data. The school has accurately flagged up the need to ensure that this data is used more effectively for setting targets that are reviewed more regularly.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- There are missed opportunities to promote pupils' skills in ICT through other subjects and to develop pupils' keyboard skills.
- Pupils enjoy their learning and, when asked to do so, demonstrate good levels of independence.
- Teachers make good use of Interactive whiteboards to demonstrate certain teaching points.

### Commentary

57. By the time they leave the school, pupils reach standards that are in line with national expectations. Although no judgements were made on the overall provision in ICT at the time of the previous inspection, the school has kept pace with developments seen nationally in the subject. A carefully managed programme of staff development coupled with improving resources that include the implementation of a number of Interactive whiteboards have kept educational development in the subject moving at a satisfactory pace. All pupils, including those with special educational needs, those who speak English as an additional language and those whose backgrounds lie within the Travelling community, achieve satisfactorily.
58. By the end of Year 2, pupils use a mouse in a satisfactory manner to move around the various parts of a computer program and demonstrate how to load and save their work for use later. They understand that the Internet is a source of information, but need support in accessing different web pages. Pupils enjoy working with related ICT equipment, including programmable devices, and they have a satisfactory understanding of how video recorders and DVD players have to be programmed in order to operate. Pupils have quite slow typing skills and this limits their ability to enter and edit work. Pupils have a satisfactory understanding of how to provide instructions for a programmable toy.
59. Teaching and learning are satisfactory overall. Strengths include the way in which teachers incorporate interactive whiteboards into their everyday teaching and also use them to enable the pupils to work with particular software geared for use with the boards. This helps to boost the pupils' understanding that ICT is not just about using computers. Teachers generally have a secure subject knowledge and use this effectively to deal with any problems without too much time being wasted. Although key skills are taught well, in some classes the pupils are not provided with enough opportunities to put them to the test when working in other subjects. When pupils do work on the computer they are enthusiastic, well motivated and, whilst showing high levels of independence, they are only too willing to help out a classmate who might be struggling.
60. There is satisfactory leadership and management of the subject. The subject leader has provided a clear lead since the previous inspection in ensuring that the school has kept pace with developments seen nationally in terms of resources and curriculum development, but school is aware of the need for the subject leader to play a more dynamic and proactive role in boosting the use that pupils make of computers and other related ICT equipment to broaden pupils' learning and this is identified in the school improvement plan.

## Information and communication technology across the curriculum

61. The use made of ICT across the curriculum is satisfactory. The school is seeking to make increasing use of ICT to support pupils' learning in other subjects and this has proved successful in history. However, there is still scope for improvement as at present there are too many missed opportunities in too many subjects and the fact that many pupils have relatively slow keyboard skills further restricts the effective use of computers in enhancing learning.

## HUMANITIES

62. Timetable constraints meant that insufficient lessons were observed in geography for the subject to be reported on in full or the quality of provision to be judged and so it has been sampled. Religious education and history are reported on in full.
63. In **geography**, evidence from pupils' work, teachers' planning and discussions with teachers and pupils indicates that standards are at an average level by the end of Year 2. Scrutiny of work and planning shows that a good balance is struck between developing pupils' geographical knowledge and geographical skills. By the end of Year 2 pupils know that different forms of transport are better suited for different kinds of travel. Pupils draw satisfactory route maps covering their journey to school. Pupils have a satisfactory awareness of the fact that there are different mountains, rivers and deserts around the world which has been influenced by "Barnaby Bear's" travels. Pupils know that capital cities are the major cities of countries but their recollection of any particular capital cities is patchier. Pupils talk quite knowledgeably about climate and how it differs in different parts of the world. Evidence suggests that pupils study a broad and interesting curriculum with good use made of visits, visitors and the local environment. There are some good examples of the subject being used well as a vehicle for developing pupils' writing skills, but opportunities are sometimes missed to use computers to enhance learning. The subject is well led and managed and assessment procedures are good.

## Religious education

Provision for religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils are taught in depth about different faiths.
- The subject contributes well to pupils' spiritual and cultural development.
- Good use is made of visits and visitors to enrich learning.
- Inconsistent use is made of computers to support learning.
- Leadership of the subject has helped to improve provision.

## Commentary

64. Pupils' attainment meets the expectations of the locally agreed syllabus by the end of Year 2. The achievement of pupils, including those with special

educational needs, pupils who speak English as an additional language and Travellers' children is satisfactory. The subject was not reported on at the last inspection, so no judgement can be made on improvement.

65. By the end of Year 2, pupils have a satisfactory and developing knowledge of Christianity and Islam. They are aware of the teachings of Jesus and know some Bible stories well. Pupils retell well-known stories with confidence and include a good level of detail when they write at length about Moses, the Nativity and the Easter story. Pupils have a satisfactory awareness that there are special places for people of different faiths to worship. Good opportunities are provided for pupils to explore their feelings and emotions and for discussions about the different beliefs of pupils in the class. Through these discussions, pupils are gaining a good understanding that different religions may have similar as well as distinct values and features.
66. Teaching and learning are satisfactory with some good features. Teaching ensures that different faiths are taught in depth and teachers' subject knowledge is reflected in pupils' learning. Pupils say they enjoy their work and are enthusiastic about learning about different religions and other people's beliefs. Pupils are encouraged to empathise with one another's feelings, to value one another's beliefs and values, and to look for similarities between religions to find common ground. Year 2 pupils were quick to point out that the Bible and the Qur'an are both holy books and very clearly demonstrated tolerance and understanding of others' beliefs. Teaching helps to bring learning to life by providing visits to places of worship, such as the local church and a mosque, and inviting visitors into the school. The subject makes a good contribution to pupils' spiritual and cultural development. Opportunities to use computers to support learning are not consistently planned for or seized on.
67. The co-ordinator leads and manages the subject well. Lessons have been observed and pupils' work examined and the information used well to guide future improvements. The co-ordinator has a good knowledge of the subject and has prepared suitable future plans for further improving provision.

## **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.
- Good links are made with other subjects to enhance learning.
- Good use is made of visits and visitors to help bring learning to life.
- The successful leadership of the subject has helped to give it a high profile in the school.

## **Commentary**

68. By the end of Year 2 standards are at an average level. The achievement for all pupils, including those with special educational needs, those for whom English

is an additional language and children from Traveller families, is good given attainment levels when pupils start at the school. The subject was not reported on at the last inspection.

69. By the end of Year 2 pupils have a secure sense of chronology and know that objects can tell us something about the past. Pupils have been learning about Brunel and talk both knowledgeably and animatedly about his life and achievements. However, their recollection of other great names from history is patchier with only Grace Darling coming to mind. Pupils recognise that everyday objects and lifestyles have changed considerably over time, but that there have been rich and poor people throughout different periods of history.
70. Teaching and learning are good overall and at times very good. Teachers across the school have good subject knowledge and use this well to motivate and enthuse the pupils. Teachers make good use of drama, role-play and a good range of visits and visitors to help make learning more captivating and fun. This certainly shows in the attitudes of pupils who thoroughly enjoy their history lessons. A particularly good example of this was seen in a Year 2 lesson on Brunel where pupils were encouraged to be railway engineers building a bridge over a gorge. It also proved an opportunity for pupils to put their design and technology skills to the test. Groans of disappointment filled the air as the lesson came to an end. Teachers are often effective at using the subject well as a vehicle for further developing pupils' writing skills, although just occasionally opportunities are missed. Good use is made of computers for research purposes and of interactive whiteboards for making learning more exciting and stimulating.
71. Leadership and management of the subject are good. The subject leader has played a proactive role in giving the subject a high status in the school and in monitoring well the quality of teaching and learning. Assessment procedures are good. These are all factors which have contributed much to pupils' good achievement in the subject.

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

72. Due to timetable constraints not enough lessons were observed in design and technology, music and physical education so these subjects are not reported on in full and there are no judgements on provision. These subjects have, however, been sampled. Sufficient lessons were observed in art and design and this subject is reported on in full.
73. In **design and technology**, discussions with pupils and teachers, and scrutiny of pupils' work and teachers' planning indicate that standards are at an average level and that achievement is never less than satisfactory. Planning indicates that over time the subject is taught in depth and pupils have the opportunity to make many different products, to take part in food technology activities and to use different construction kits. Pupils have made slippers, castles with winding mechanisms, bridges, photograph frames and different food products. Pupils talk knowledgeably about the designing and making aspects, but their



knowledge is patchier when talking about evaluation. Finished products are often of at least a satisfactory standard. Planning shows that pupils work with a wide range of materials and that key skills, such as cutting and joining, are taught specifically. The subject is well led and managed and assessment procedures are good.

74. In **music**, discussions with pupils and teachers, and scrutiny of teachers' planning indicate that standards are at an average level overall with singing standards above average. Achievement is satisfactory and good in singing. Discussions with pupils and teachers and examination of teachers' planning indicate that over the course of the year all elements of the subject are covered in depth. Pupils can name a satisfactory range of instruments and are aware that an orchestra has different sections. Pupils state that music can make them feel different emotions. Pupils have little knowledge of famous composers but the school introduces them to music from around the world and this adds to pupils' cultural development. During the inspection pupils were heard singing in assembly and standards of singing were good and at times better, for example, in the choir practice that was also observed where pupils' rhythm and timing were strong. Pupils thoroughly enjoy musical activities and this is reflected in the well-attended choir and other extra-curricular musical activities. The pupils also have an opportunity to attend a recorder club run by a visiting specialist teacher. As well as taking part in school performances, such as at harvest time, children take part in a music festival together with other local schools. The headteacher, who is keen to promote music in the school, is currently assuming responsibility for the subject in the absence of a subject leader and leads and manages the subject well. Assessment procedures are good.
75. In **physical education**, discussions with pupils and teachers, and scrutiny of teachers' planning, indicate that standards are at an average level overall with satisfactory achievement. Planning indicates that over the course of the year pupils take part in a good range of gymnastics, games and dance activities. Pupils show reasonable skills in throwing and catching and satisfactory levels of poise and elegance in their dance movements. Teaching is often good when teaching key skills directly and when keeping pupils active but teachers do not always get the full attention of pupils when making teaching points or insist on warm-up and cool-down activities. Pupils talk enthusiastically about physical education and their love of sport is reflected in the high attendance rates at the wide range of extra-curricular sporting activities that the school provides. The school also benefits from an excellent range of large and adventurous apparatus in the playground and hall, which are put to good use. The headteacher leads the subject effectively and has good plans for the future to raise the profile of the subject and to provide specialist teaching. Assessment procedures are good.

## **Art and design**

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

## **Main strengths and weaknesses**

- Key artistic skills are taught well.
- Pupils are provided with a wide and varied range of stimulating learning activities.
- Leadership and management of the subject contribute well to pupils' achievement.
- Pupils have some difficulty recalling previously learnt skills and techniques.
- Better use could be made of computers to enhance learning.

### **Commentary**

76. By the end of Year 2, standards are at an average level and all pupils including those with special educational needs, pupils for whom English is an additional language and children from Traveller backgrounds achieve well. The subject was not reported on at the last inspection.
77. By the end of Year 2, pupils' drawing skills are satisfactory, and teachers make good use of everyday objects to encourage the pupils to observe and try and capture carefully the image on paper. By exploring how the Aborigine people used animal blood to fashion their art, pupils gain a good understanding of the importance of colour and pattern and how these are used by artists worldwide. Pupils have a satisfactory understanding of how paints can be mixed to make different colours. By enabling the pupils to experiment with fabrics, weaving and tie and dye, pupils achieve well in their understanding that artistic effects and images can be created using a wide range of everyday materials.
78. Teaching and learning are good overall, but at times the pace of learning is limited by the pupils' ability to recall techniques they have learnt in the past and teachers have to repeat the process. However, lessons are well organised and introduced imaginatively to engage the pupils' interest in what they are to learn. Pupils apply themselves well and work hard. Those with special educational needs or who are learning to master English have good support from both the teachers and learning support assistants and this enables them to gain personal satisfaction from the work they produce. By skilfully exploring the potential of other subjects, teachers carefully plan and devise activities that help to reinforce the pupils' learning of art and design. There are times when opportunities are missed for computers to be used to bring a further dimension to learning. Sketchbooks are starting to be used by pupils as a way of developing their understanding of the importance of preparatory work. Teaching introduces pupils well to a suitable range of different artists' work. In studying sculpture, for example, pupils explored the work of Giacometti and produced good quality models using modroc, tissue and wire meshing.
79. There is good leadership and management of the subject. The co-ordinator is very enthusiastic about the subject and this has a positive effect on the high status the subject enjoys. Her belief that pupils' artwork is to be valued and appreciated is seen in the careful way it is displayed in and around the school. Her managerial role has included monitoring teaching and learning and this gives her a fair understanding of the progress that pupils are making and the impact that teaching has on learning.

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

80. The provision made for pupils' personal, social, health education and citizenship is good and contributes a great deal to pupils' personal development. The school puts much effort into promoting healthy and safer lifestyles through, for example, "Fit and Healthy Weeks" and visits from "The Life Bus". The school makes good provision for informing pupils about the

dangers of drugs and other substances, but does this in a very sensitive manner that takes full account of their ages. The school has timetabled lessons where pupils are given every opportunity to discuss relationships, emotions, feelings, friendship and other important issues such as bullying, keeping safe, the need for rules, growing and changing, and contributing to the community. Pupils feel very confident in discussions because they know that their views and opinions will be listened to and respected. The school has high expectations as to how much responsibility pupils should take for tasks around the school, for pupils to be self-disciplined and to account for their actions. The school is also successful at raising pupils' awareness of different faiths and cultures and pupils show good levels of respect for people who may hold different beliefs. There are opportunities for pupils to contribute to the decision-making process of the school through the school council and pupils are proud to represent their peers and keen to speak of the improvements brought about through the school council. Outside of this, pupils are given lots of times within lessons and assemblies where their views on school improvement are canvassed and, importantly, pupils readily say that their views are listened to, valued and acted upon.

## 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	2
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>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	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).*

