

# INSPECTION REPORT

**Reigate Parish Church of England Voluntary Aided  
Infant School**

Reigate

LEA area: Surrey

Unique reference number: 125196

Headteacher: Mrs Elizabeth A. Wombwell

Lead inspector: Mr G. T. Storer

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> September 2004

Inspection number: 267557

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
Number on roll:	180
School address:	Blackborough Road Reigate Surrey
Postcode:	RH2 7DB
Telephone number:	01737 244476
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jonathan Silcock
Date of previous inspection:	12 <sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Reigate Parish Church of England Voluntary Aided Infant School occupies a site that is close to the centre of Reigate. Most pupils come from supportive families, who live within the parish, although some pupils come from further afield. With 180 pupils on the school roll, this school is smaller than the average primary school, although the school is fully subscribed because demand for places is high. The school benefits from favourable social circumstances. During the last school year the proportion of pupils known to be eligible to have free school meals was well below the national average. However, children's attainment on entry to the school has declined in recent years and is now average for their age. There are seven pupils on the school register of special educational needs and one pupil who receives support from trained assistants<sup>1</sup>. The overall number of pupils who have special educational needs is well below average for a school of this size and the number of pupils with a Statement of Special Educational Need is below average. Nine pupils come from ethnic minority backgrounds, although none needs additional help with the English language. This is low in comparison with schools nationally. The annual turnover of pupils is also quite high. In the Year 2 class of 2003, 14 per cent of pupils had joined the school at times other than at the beginning of the reception year. The school received the Investor in People Award in 2003 and the Healthy School Award in 2004.

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<sup>1</sup> One pupil is currently subject to a Statement of Special Educational Need that requires this additional level of provision.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19830	Mr G. T. Storer	Lead inspector	Mathematics Information and communication technology Physical education Personal, social, health and citizenship education
11418	Mrs D. Urwin	Lay inspector	
20646	Mrs M. Palmer	Team inspector	Foundation Stage English Art and design Design and technology Music
16493	Mr N. Sherman	Team inspector	Special educational needs Science Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a very good education for its pupils.** By the time that they leave the school, pupils' attainments exceed the nationally expected standards for 7-year-olds in many subjects. Teaching is good and there are regular examples of very good teaching throughout the school. The headteacher provides very good leadership. Together with staff and governors, she is striving for excellence in many aspects of the school's work. The school provides very good value for money.

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

- Children get a good start to their education in the reception classes.
- Pupils of all abilities make good progress. A substantial proportion of pupils attains above average standards in reading, writing, mathematics and science and pupils' attainments in several other subjects are above the nationally expected standards for 7-year-olds.
- The school promotes pupils' personal development very successfully.
- The school provides a very rich and stimulating curriculum that brings learning to life and is extremely effective in inspiring pupils with a strong desire to learn.
- The school's procedures for assessing pupils' attainments in some of the foundation subjects are not as rigorous as in the core subjects of the curriculum<sup>2</sup>.
- The headteacher provides very purposeful leadership that ensures high standards in many aspects of the work of the school and a very strong commitment on the part of staff.
- The school has a very successful partnership with parents and the local community.
- Staff do not take every opportunity to include pupils' views when planning for improvement.

**Improvement since the last inspection has been very good.** Leadership and management are stronger than they were at the time of the last inspection and so the school provides a better overall quality of education and improved value for money. Teaching has improved because teachers make better use of assessment in the Foundation Stage and in core subjects. They set tasks that challenge pupils of all abilities and, consequently, pupils make better progress. The curriculum is also better than it was. The quality of provision for children in the Foundation Stage<sup>3</sup> has improved and planning for pupils in Years 1 and 2 is more thorough. Pupils undertake practical and investigative tasks more regularly and these, along with a very good range of visits, visitors and special events, improve the quality of their learning. In addition, very effective links between subjects make pupils' work more relevant. Arrangements for promoting personal development are stronger and teachers give much greater emphasis to fostering pupils' understanding of their own and other cultures. The school has better resources for all subjects, including good quality books in classrooms and in the library, and there have been significant improvements to outdoor facilities.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	B

<sup>2</sup> The core subjects are English (reading and writing), mathematics and science. The foundation subjects are art, design and technology, geography, history, ICT, music and physical education. All schools also teach religious education, although this is inspected separately in voluntary aided church schools.

<sup>3</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world, and physical and creative development.

Writing	A	B	B	C
Mathematics	A	D	A	B

*Key: A\* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those schools whose pupils attained similarly at the end of Year 2.*

**Overall, pupils achieve well.** When children enter the school, most perform at an average level for their age. However, they make good progress in reception and almost all achieve the early learning goals<sup>4</sup>. Indeed, by the end of the reception year, a considerable number are above average in terms of their personal, social and emotional development and in some aspects of their communication and mathematical skills. In the national tests for 7-year-olds in 2003, results in reading, mathematics and science were well above the national average and above the average for similar schools. Results in writing were above the national average and on a par with those in similar schools. The results from tests in 2004 confirm the picture of high standards. Inspection evidence also indicates that almost all pupils in the current Year 2 classes are likely to attain the nationally expected Level 2 in all core subjects, although fewer are on course for the above average Level 3<sup>5</sup>. This does not indicate a decline in the quality of teaching or learning but rather reflects the distribution of ability within this particular year group. Pupils of all abilities are achieving well. By the time that they leave the school, pupils' performance is also set to exceed national expectations in art and design, design and technology, geography and history. Standards in information and communication technology and in physical education are in line with national expectations. Pupils with special educational needs achieve well in relation to the individual targets that are set for them. Pupils from different backgrounds make similar progress and boys and girls do equally well.

**Pupils achieve very good standards in relation to their spiritual, moral, social and cultural development.** They are very sensitive to the needs of others and contribute well to the school as a community. They enjoy learning and rise to the challenge to do their best. Relationships are very good. Provision for moral development is very good and very effective planning ensures that topics develop pupils' cultural awareness and prepare them well for life in a multi-ethnic society.

## QUALITY OF EDUCATION

**The school provides a very good quality of education.** Teaching and learning are good. Much teaching is stimulating and engages pupils' interest. Teachers insist on good standards of behaviour and ensure all pupils are included and have the chance to succeed. However, other than in the areas of learning for children in the Foundation Stage and in the core subjects, teachers do not consistently record pupils' attainment and progress. Consequently, teachers do not always use assessment information systematically to plan work for pupils with different capabilities. This informal approach is unsatisfactory because it affects the rate at which pupils learn in some subjects. The school enriches its curriculum with a very good range of educational visits, activities and special events that bring learning to life and motivate pupils. Standards of care for pupils are very good and induction arrangements for new pupils are very effective.

## LEADERSHIP AND MANAGEMENT

**The overall quality of leadership and management is very good.** The headteacher and senior staff provide very effective leadership that results in a strong sense of purpose and a very good level of teamwork amongst all staff. The headteacher is very rigorous in her

<sup>4</sup> Early learning goals are the standards that children are expected to reach by the end of their reception year.

<sup>5</sup> Pupils who achieve National Curriculum Level 2 at the end of Year 2 are in line with national expectations. Pupils who achieve the higher Level 3 are exceeding national expectations.

monitoring of standards and quality and governors use the outcomes of monitoring very effectively to evaluate the work of the school and in planning for improvement. Governors are conscientious in overseeing the school's work and are beginning to hold the school to account for what it achieves.

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

**Parents and pupils are very satisfied with the school.** Parents think that Reigate Parish is a very good school and many give their generous support, both at school and in the home. Parents particularly appreciate the quality of teaching and the fact that teachers expect their children to work hard and encourage them to become mature and responsible. A few parents have concerns about the information that they receive about their children's progress. Inspectors found no evidence to support parents' concerns. The quality of information at all levels is very good. Pupils are most happy that there are adults to turn to if they are worried.

## **IMPROVEMENTS NEEDED<sup>6</sup>**

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

- introduce procedures for assessing pupils' attainment in foundation subjects;
- take more account of pupils' views when planning for school improvement.

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<sup>6</sup> In the context of the school's 'striving for excellence', it is important to note that in addressing the issues raised, the governing body and staff will be 'fine-tuning' procedures that are already adequate and in some cases good.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils of all ages and abilities are achieving **well**. Children in the Foundation Stage make **good** progress. By the end of Year 2, standards in reading, writing, mathematics and science are **above average**. Pupils in Years 1 and 2 are **exceeding the expected standards** for their age in most other subjects.

#### Main strengths and weaknesses

- By the end of the Foundation Stage, children achieve most of the early learning goals.
- By the end of Year 2, almost all pupils attain or exceed nationally expected standards in core subjects and pupils of all abilities achieve well.
- Standards in most other subjects are good and many pupils attain higher standards than are normally expected for their age.
- Pupils with special educational needs do well in relation to the targets that are set for them.

#### Commentary

##### Key Stage1

#### Standards in national tests at the end of Year 2 – average point scores<sup>7</sup> in 2003

Standards in:	School results	National results
reading	17.6 (16.9)	15.7 (15.8)
writing	15.5 (15.4)	14.6 (14.4)
mathematics	17.6 (16.3)	16.3 (16.5)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

1. Children in the reception classes get a good start to their education. When they enter the reception classes, most are attaining standards that are average for children of this age. They make good progress. Most reach the early learning goals for their age and many older and higher-attaining children undertake work that is linked to the National Curriculum in literacy and numeracy before the end of their reception year. However, the overall picture of attainment varies considerably from year to year and, in recent years, there has been a downward trend in children's attainment on entry. Many children in the current reception classes entered school attaining below average standards. Nevertheless, many are set to exceed the expected standards in their personal, social and emotional development and in some aspects of language, literacy and mathematical development.
2. In the core subjects the school is maintaining the high standards reported by the previous inspection. In the 2003 national tests and assessments for 7-year olds the school's results were well above average in reading, mathematics and science and above

<sup>7</sup> Average point scores are a statistical method for comparing a school's performance in a single core subject or in all core subjects with the performance of all schools or of similar schools. The school's scores are derived from the levels that pupils in Year 2 achieve in the annual National Curriculum tests.

average in writing. Standards in reading, mathematics and science were also above the average for similar schools, whilst standards in writing were in line with those in similar schools. The (unpublished) results from tests in 2004 confirm the picture of high standards, with further increases in the numbers of pupils attaining the above average Level 3 score.

3. Pupils of all levels of attainment now make good progress. Many pupils with special educational needs achieve the nationally expected standard despite the difficulties that they face. Furthermore, the proportion of pupils that attained the above average Level 3 in core subjects in 2003 and 2004 was much higher than in schools nationally. These results indicate that the school has rectified weaknesses identified by the previous inspection, which highlighted a degree of underachievement on the part of the school's more able pupils. Inspection evidence indicates that almost all pupils in the current Year 2 are also on course to attain or exceed the nationally expected standard in reading, writing, mathematics and science. However, average scores are unlikely to be quite as high as last year. This does not indicate a decline in the quality of teaching or learning because pupils' attainment on entry was generally lower than in the preceding years. These pupils are making good progress in relation to their attainment on entry, although current levels reflect the distribution of ability within this particular year group.
4. Because teachers have a good understanding of most subjects and place considerable emphasis on the teaching of basic skills, standards in art and design, design and technology, geography and history are above those normally expected of 7-year olds. Standards in information and communication technology (ICT) and in physical education are in line with national expectations. There was insufficient evidence to make overall judgements about the standard of pupils' work in music, but work in singing was of a good standard. Effective links with other subjects allow pupils to practise and consolidate the skills of literacy, numeracy and ICT in other areas of the curriculum. Pupils use their developing skills effectively in 'real life' situations and this adds to their confidence, competence and the standards they attain. This is particularly effective in respect of pupils' literacy and contributes significantly to the very good standards that they achieve.
5. The school successfully meets the needs of all of its pupils. There is no significant difference between the performance of pupils of different age, ability, gender or background. Boys and girls make equally good progress. Pupils with special educational needs do well because the school has organised a strong programme of support that gives these pupils every opportunity to take part in and to benefit from all of the good quality learning experiences that the school offers to its pupils, so that all do equally well.

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

Pupils' attitudes and values are **very good**. Their behaviour and attendance are **good**.

### **Main strengths and weaknesses**

- Children in the reception classes settle to school routines and grow in confidence.
- Pupils have very good attitudes and are extremely keen to do well.
- Pupils' behaviour in lessons and around the school is good.
- Relationships are very good.
- The school promotes pupils' personal development effectively.
- The school has been successful in its drive to improve pupils' attendance.

## Commentary

6. The school has very good arrangements for introducing children to school life. Visits to the school ensure that children and their parents know what to expect and are familiar with the adults who will be working with them. In addition, the very detailed and well presented information that parents receive ensures that parents know how to give their children and the school the best possible support throughout their time in the Foundation Stage. Staff create a welcoming atmosphere and the classroom assistants do a particularly good job in establishing routines and expectations that help children who are initially insecure. Therefore, children quickly gain in confidence in the reception classes. They settle and soon begin to adopt helpful patterns of behaviour. Most are happy, respond well to all adults and work and play co-operatively.
7. The pupils' questionnaire indicated that most pupils like their school because they learn new things in lessons, because teachers are fair and trust them to do things on their own and because there are trusted adults to turn to if they are worried. Inspection evidence strongly supports these views. Consequently, pupils' attitudes to learning are very good, they are extremely keen to learn and try really hard. These very positive attitudes improve pupils' learning and progress.
8. Pupils behave well because teachers and supervisory staff insist on good standards of behaviour. This approach has maintained the good standards of behaviour management reported by the previous inspection. Staff use rewards and sanctions consistently and take the time to explain why a particular action is unkind or wrong. As a result, most pupils understand the consequences of their actions. The school has not excluded any pupils during the last school year.
9. The playground is a lively, yet harmonious place. Pupils play happily in groups that are mixed in terms of age and gender. Older pupils look after and play with younger pupils. Pupils confirm that they do not suffer abuse or harassment at school. Most pupils respect the school site. There is very little litter and no evidence of damage caused by pupils. Supervisory staff are vigilant and interact well with pupils to encourage positive play.
10. Relationships are very good. Conversations are characterised by mutual respect. Staff rarely shout or speak aggressively to pupils and most pupils follow their good example. Pupils get along well with one another and so collaborate easily in joint activities. For example, pupils in Year 1 were keen to help each other by sharing tips that enabled friends to overcome problems during an ICT activity. This level of co-operation and mutual support improves pupils' learning considerably.
11. The school promotes pupils' personal development successfully. Pupils achieve very good standards in relation to their spiritual, moral, social and cultural development. Pupils are reflective and are sensitive to each other's feelings and to things of beauty. They enjoy learning, respect one another and act on their understanding of what is right and wrong. Arrangements that foster pupils' social and cultural development are particularly effective. Pupils have lessons in personal, social and health education and citizenship every week and other subjects such as geography, history, religious education and science make a good contribution to this area of the work of the school. Very thorough planning and guidance for teachers ensures that current topics develop pupils' cultural awareness very effectively. Pupils regularly learn about the lives and beliefs of people

from other cultures and religions. They learn to value and respect difference, which prepares them well for life in a multi-ethnic society.

12. Attendance is good. The school has rigorous management and monitoring procedures in place and members of staff quickly work through any concerns with pupils, parents and carers. Consequently, overall levels of both authorised and unauthorised absence are lower than in schools nationally. Pupils arrive eagerly to school and punctuality is very good.

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

Authorised absence		Unauthorised absence	
School data:	4.9	School data:	0.2
National data:	5.4	National data:	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** education for its pupils. Teaching is **good** overall, although much is **very good**. The curriculum engages and motivates pupils **very successfully**. The level of care provided for pupils is **very good** and links with parents and with the community are **strong**.

#### Teaching and learning

The quality of teaching and learning is **good** overall. However, in some subjects, teachers' assessments and their use of assessment information in their planning are **unsatisfactory**.

#### Main strengths and weaknesses

- Teaching in the Foundation Stage is consistently good.
- Pupils' very positive response in lessons helps them to learn.
- Teachers' very good knowledge of the subjects that they teach and their very effective use of resources help pupils to learn.
- Teachers use support assistants effectively to help pupils to learn.
- In subjects other than English, mathematics and science, teachers do not assess pupils' progress rigorously enough to plan the next steps in pupils' learning.

#### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	11	6	0	0	0

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

#### Commentary

13. The quality of teaching has improved since the last inspection. Teaching is good overall and there were examples of very good teaching in all year groups in the school. In the Foundation Stage, teaching is consistently good with very good teaching in one third of sessions observed. In Years 1 and 2, teaching was good or better in around three-quarters of the lessons observed and very good in more than one third of lessons. No lessons were unsatisfactory.

14. In the reception classes the teachers have a very good understanding of how young children learn and of the Foundation Stage curriculum. This enables them to plan a good range of activities that very successfully engages and stimulates the children's desire to learn. As a basis for planning, there is a clear focus on children's personal, social and emotional development. As a result, the children rapidly gain in confidence and independence and make a secure, happy start to their school life.
15. Teachers have a very good understanding of most subjects. This provides a secure basis for carefully planned and structured lessons. Teachers are clear about what they want pupils to learn in the course of a session and share this with pupils, so that lessons are purposeful and the pace is brisk. They plan stimulating introductions to lessons, often in the form of a game, that engage pupils' interest very successfully and promote involvement and learning. Teachers present and use resources imaginatively, as in a Year 1 history lesson focusing on old toys and a Year 2 geography lesson highlighting the features of a seaside locality. Effective planning also makes links between subjects that promote enjoyment, add relevance and provide opportunities for pupils to apply their skills. This is particularly successful in the case of ICT, where teachers provide many opportunities for pupils to reinforce their basic skills by using computers and other devices as tools to help their learning. For example, Foundation Stage children use programmable toys to extend their understanding of direction and routes.
16. The quality of pupils' learning is very good and is boosted by their very good attitudes to work. All teachers establish very good relationships with pupils. They manage pupils very effectively, insisting on good standards of behaviour and establishing classroom routines that promote effective learning. Teachers consistently encourage and praise pupils' efforts. This very successfully motivates pupils and enhances their self-esteem and confidence. Pupils are very keen to participate and apply themselves to their tasks with interest. Throughout the school, pupils readily undertake investigative and problem solving activities that effectively consolidate their understanding and skills. For example, in a very successful science lesson, Year 1 pupils became totally absorbed in exploring the properties of materials in the Science Garden. This high quality experience improved their understanding because they were 'discovering' things for themselves.
17. Staff are very committed to ensuring that all pupils are included and have access to all that the school offers. Teachers thoughtfully plan the role of the teaching and learning support assistants and of parent volunteers. As a result, additional adults in class support the work of teachers very effectively and contribute significantly to pupils' learning. The school identifies gifted pupils and teachers provide specific tasks that are challenging enough to move their learning on. Similarly, support staff ensure that pupils with special educational needs receive the support and encouragement that they need to overcome their difficulties and make progress alongside others in the class.
18. Procedures for assessing pupils' attainment and evaluating their progress are satisfactory overall. In the Foundation Stage, English and mathematics they are good. The Foundation Stage teachers thoroughly assesses children's attainments when they enter school and through to the end of reception. This information is used effectively in identifying individual children's development and learning needs and in planning targeted activities for individuals and groups. The school conducts the annual statutory National Curriculum tests and supplements them with a programme of additional assessments, chiefly in English and mathematics. The school maintains yearly records and uses this information effectively to track pupils' progress and to target additional support that meets the needs of specific groups of pupils. Teachers also use assessment information to set personal targets in English and mathematics that promote pupils' understanding of how well they are learning and how they can improve. Assessment and recording procedures for pupils with special educational needs are good and enable pupils to make good progress towards the targets on their individual education plans.

19. In Years 1 and 2, teachers check pupils' understanding by questioning them in the course of lessons, regularly marking their work and maintaining a range of records. However, in subjects other than English and mathematics, they do not rigorously and systematically assess and record what pupils learn. Teachers use their general understanding of pupils' abilities to set tasks that are at a challenging level for most pupils. However, they do not have the accurate information that they need in order to plan tasks that closely meet the needs of pupils with different abilities in particular subjects. This is unsatisfactory because it results in work that is too easy for some and too difficult for others and sometimes prevents some pupils from doing as well as they can.

## **The curriculum**

The school provides a **very good** curriculum for pupils of all ages, which is enriched by a **very good** range of additional activities. The quality of accommodation and resources is **very good**.

### **Main strengths and weaknesses**

- The overall quality of curriculum provision has improved since the previous inspection.
- The school provides a very good range of supplementary learning opportunities for all pupils.
- The provision for personal, social and health education is very good.
- There is a very strong philosophy towards including all pupils in what the school has to offer.
- The range and quality of resources are very good overall, as is the quality of the accommodation.

## Commentary

20. The curriculum for children in the Foundation Stage is very good. The teachers plan a very wide range of activities, which incorporate all of the required areas of learning. The well-equipped classrooms are very thoughtfully organised to stimulate children's curiosity and to encourage them to become independent learners. The recently improved secure outdoor area is imaginatively laid out and provides very valuable opportunities for children to learn on a more active scale than is possible indoors. Well-planned links between different areas of learning bring added interest to children's activities and very successfully promote progress. Because assessment data points to a general lowering of attainment on entry, teachers place a greater emphasis on developing the children's personal, social and emotional development along with early language and mathematical skills. Consequently, children achieve well in these areas of their learning.
21. The curriculum for pupils in Years 1 and 2 is also very good. It is based firmly on the National Curriculum and meets all statutory requirements. Staff have tackled the issues identified in the last report very successfully. Consequently, materials to help teachers plan pupils' learning are much more effective and all teachers are improving the quality of pupils' learning by placing stronger emphasis on practical and investigative work in mathematics and science. A particularly strong feature of the curriculum is the way in which pupils' learning in one subject is fostered through another. Cross-curricular links are very effective. It is common, for example, that pupils undertake art and design work that successfully complements their learning of a history topic that they are exploring. Such an approach fosters the pupils' interest in all subjects and gives added meaning and purpose to what they do. Their learning is further enhanced by the careful way in which teachers plan to develop literacy and numeracy skills through other subjects. Frequent opportunities to practice and reinforce these basic skills lie at the heart of the drive to maintain high standards. The quality of the curriculum for the children in the Foundation Stage and pupils in Years 1 and 2 is effective in ensuring that they are well prepared for the next stages in their education.
22. The school provides an extensive range of additional learning opportunities for pupils of all ages and abilities. Such activities have a very positive impact on their learning and on their personal development. In planning the various topics and themes, teachers give careful consideration to how visits to places of interest or visiting speakers can broaden pupils' learning. One parent, for example, who is a cartographer, talked to pupils about his work and so helped pupils to gain a greater understanding of maps and how they are made. Such high quality learning opportunities form a regular part of pupils' experience, as do special events such as Science and Technology Weeks or Victorian Re-enactment Days that allow the pupils to follow through their enquiries in even greater depth.
23. There is a very good programme for personal, social and health education. Cross-curricular planning for this area of pupils' learning and development is very thorough and draws successfully on pupils' work in subjects such as science, history, geography, physical education and religious education to ensure that pupils receive a very thorough grounding. Pupils get good opportunities to explore concepts as diverse as drugs awareness and the importance of crossing roads safely and sensibly. The school has been successful in achieving the 'Healthy School' award since the previous inspection.
24. The school has a very strong commitment to ensuring all pupils, regardless of age and ability, are included in all that the school has to offer. Although the school has fewer pupils with special educational needs than many schools, those that do require additional support are included in all learning opportunities provided. The school also has a clear

policy for ensuring that those with identified gifts and talents are provided with sufficient support to enable them to achieve to the best of their abilities.

25. The school has made many improvements to its accommodation and resources since the last inspection. Current facilities are very good and make an important contribution to the quality of education that the school provides. Outdoor play facilities are much improved. They stimulate pupils' imaginations and promote positive and purposeful play. Staff make good use of additional learning space to enable small group work or to support those with particular needs. The pupils use the 'Science Garden' very effectively and with great enjoyment. Computer projection equipment is improving the quality of teaching across the curriculum and both teachers and pupils have access to a better range and quality of books, in classrooms and the library, than at the time of the previous inspection. Resources for many other subjects are equally very good.

### Care, guidance and support

The quality of personal care, guidance and support given to pupils is **very good**. Close and trusting relationships continue to be a strength of the school and the welfare of all pupils is a consistent focus of attention.

#### Main strengths and weaknesses

- Pupils are keen to come to school.
- There are close and trusting relationships between pupils and school staff.
- All staff know the pupils very well, no detail is missed.
- Formal and informal support networks are well developed.
- The school could provide more opportunities for staff to seek and act upon pupils' views.

#### Commentary

26. The school works hard to create a strong, yet enjoyable climate for learning where personal development and self-esteem take centre stage alongside progress and achievement. Thoughtfulness, kindness and respect are evidently valued and close relationships exist between pupils and staff. Consequently, there is a high level of enthusiasm about coming to school and a strong and inclusive school ethos aims to provide pupils with professional care and comfort in an environment where collaboration and learning are routinely achieved. Good induction arrangements are in place and well-planned activities ensure that pupils are well prepared for their transfer to junior school.
27. There is very good planning for learning right from the Foundation Stage, which ensures that pupils have a very good start in their personal, social and emotional development. The school maintains this momentum and there are good procedures for monitoring and promoting good behaviour and personal development as pupils progress. The school consults very widely with parents, which results in behaviour codes and policies that are clearly understood and implemented by all. School staff consistently demonstrate high expectations and good standards are maintained throughout the school day. There is a readiness to resolve issues at a pupil-to-pupil level and this appears to work very well with pupils describing relationships in glowing terms. Pupils have access to good personal support, advice and guidance as they progress through school. There are good procedures for monitoring and supporting pupils' progress and most pupils can readily describe their personal targets, progress and performance.

28. All staff know the pupils very well and good school networks ensure that all essential information is captured and used to strengthen the support provided to individual pupils. The school maintains close liaison with relevant authorities concerning the well being of pupils. There is very good advice and guidance for those pupils with special educational needs. Child protection procedures and health and safety arrangements are well organised and reliably applied and induction arrangements are methodically planned and thoughtfully managed. The school works with pupils informally to seek and act upon their views. However, more could be done formally to systematically and consistently involve pupils in the development of school activities and facilities.

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

Partnership links with parents and with the wider community are very good. The school has reliable links with other schools and many parents have very positive views about what the school does to help pupils make good progress.

### **Main strengths and weaknesses**

- The efforts made by the school to inform and involve parents are very good.
- The level of support provided by parents is very high.
- There is consistent parental involvement in the resolution of specific issues.
- The reputation of the school in the local community is very strong.
- Community links are used to enrich pupil experience.

### **Commentary**

29. Since the last inspection the school has maintained the confidence of parents and has strengthened aspects of its partnership with them. Indeed, the school has recently been awarded a 'working in partnership with parents' award, which described the 'warm, welcoming, community feel' of the school. Throughout the inspection, parents spoke very positively about their appreciation of the school's efforts to inform and involve its parents in their children's education, both at home and in the school. To this end, the school provides an extensive range of high quality information and consultation opportunities for parents. This very good level of communication keeps parents very reliably informed about the curriculum, policy matters, school standards and pupil progress towards both learning and behaviour targets. It also keeps them up to date with on-going day-to-day events in the life of the school. Additionally, annual reports provide a detailed and informative summary of current progress, with future targets and the steps required to achieve them explicitly described. The school makes every effort to involve parents, seeking and using their views; consequently, their contribution to the shape and direction of the school is significant.
30. The school has a well-developed sense of community that it uses to good effect in its 'open house' style of communication. It is uncompromising about parental involvement in its attempts to resolve concerns involving particular pupils and this produces good results. A large group of very committed and interested parents is very successful in inviting and encouraging other parents to participate in day to day school activity. Together they provide substantial support to the school's objectives and make a good contribution to pupils' learning through helping in the classroom. They also offer practical help during visits and clubs and help maintain the materials used to encourage parental contribution, for example the school web site.

31. The school has a very strong reputation in the local community and places are eagerly sought. The school has very constructive relationships with other schools in the area and mechanisms for the transfer of pupils are good. The school actively seeks to build a wide range of community links and uses them thoughtfully to enrich and supplement the curriculum.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. Governance is **good**.

### Main strengths and weaknesses

- The headteacher is a very purposeful leader who generates a very clear sense of common purpose and commitment to improvement in the school.
- The governing body fulfils its responsibilities effectively and plays a very valuable part in the everyday life of the school, its self-evaluation and strategic planning.
- Prudent financial planning is very securely linked to the aims and values of the school and to the drive to raise standards.

### Commentary

32. The leadership and management of the school have improved since the last inspection. The headteacher very effectively raises the aspirations of staff and governors and inspires a very strong sense of shared purpose by, for example, involving staff and governors in a thorough review and clarification of the school's mission statement. The deputy headteacher and other senior staff set a very good example to others and contribute very effectively to building a strong team. Team spirit motivates all staff to give their best efforts to promoting the achievement of all pupils. Teachers, support staff and governors know what they are working towards and are clear about their roles and responsibilities.
33. The governing body conscientiously oversees the work of the school and is increasingly rigorous in holding it to account for the standards that it achieves. Governors are keen to support the school and take an active interest in its life and work. Governors gain first-hand information through planned visits and from reports of governors who have links to specific subjects of the curriculum and special educational needs. They, therefore, have a good understanding of the school's strengths and areas for improvement. They are actively involved in setting clear priorities for development based on the outcomes of rigorous systems of self-review and self-evaluation. There is strong emphasis on training and professional development at all levels. Staff and governors gain effective support and professional guidance through their attendance on carefully selected courses. These positive approaches to school improvement strengthen the governing body's capacity to raise further the quality of education that the school provides.

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

Income and expenditure (£)		Balances (£)	
Total income	498,157.00	Balance from previous year	16,308.00
Total expenditure	488,829.00	Balance carried forward to the next year	25,636.00
Expenditure per pupil	2,746.00		

34. Careful financial planning effectively supports the school's educational aims and values. This is exemplified by its judicious budgeting to preserve levels of support staffing.

Governors monitor spending diligently and use the school budget efficiently to benefit pupils. The headteacher and key staff systematically track pupils' progress through the school and monitor achievements by comparing results with schools nationally and with pupils' prior attainment. The school is proud of its rising standards and its determination to continue to improve drives the allocation of available resources. In the light of pupils' good achievement, the very good quality of education in school, the very good resources and accommodation and the efficient and effective financial control, the school gives very good value for money. This is an improvement since the last inspection.

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

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

Provision for children in the Foundation Stage is **good**. This is an improvement since the last inspection.

35. Children's attainment on entry to the reception classes has fallen steadily in recent years. Whilst children enter with a very wide range of abilities, their skills are average overall and a significant proportion has below average skills. Children make good progress in the Foundation Stage because teaching is good and often very good and the children are actively involved in stimulating activities that successfully extend their learning. All staff carefully assess what individuals know, understand and can do. Teachers effectively use this information to identify and plan the next steps in children's learning and development. As a result, almost all are on course to attain or exceed the early learning goals for children of their age. The teachers and teaching assistants work very effectively together to promote children's achievement. The teachers also successfully involve parent helpers, who make a worthwhile contribution to children's learning.

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

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

### **Main strengths and weaknesses**

- The school makes very good arrangements for introducing children to school life.
- The teachers and teaching assistants value each child's efforts and effectively boost their self-esteem.
- Children become confident, well-motivated learners.
- Children co-operate well with the staff and with each other.

### **Commentary**

36. The teachers and teaching assistants very successfully ensure that each child feels included and valued so that they settle securely into the reception class. Parents meet the class teachers and headteacher and children visit the reception classrooms before they start school. The teachers also provide Home School Packs of activities for parents and children to share. In addition, the Foundation Stage co-ordinator visits the independent, on-site nursery and takes steps to ensure that she is aware of any child's particular needs before they arrive. These arrangements successfully promote a smooth transition into school. The teachers and teaching assistants ensure that the reception classes are welcoming and classroom systems are firmly established. They sensitively meet the needs of those children with special educational needs. As a result, all boys and girls grow in assurance in their approach to activities and daily routines.
37. On entry, many children have difficulty in taking turns and sharing. Some are also reluctant to undertake activities without direct adult direction and support. The quality of teaching is good and often very good and the children make rapid progress so that they are soon on course to achieve the early learning goals for children of their age. The teachers plan topics, such as *Ourselves*, that extend the children's self-knowledge and awareness of others. Arrangements such as having a daily *Happy Helper* very successfully build

children's self esteem and confidence in their relationships with others. Staff give lots of individual praise and encouragement so that the children are motivated to do their best and show pride in what they have achieved. The teachers ensure that all children are involved in a good range of carefully planned and prepared activities. Arrangements in classrooms and in the secure outdoor area provide opportunities for children to make decisions and select activities for themselves in the course of each day. The children are soon keen to participate and see learning as fun. They settle quickly to tasks and concentrate hard for short periods, when working with an adult or independently.

38. The teachers have high expectations of the children's behaviour. They consistently reinforce the classroom standards and the children make good progress in learning what staff expect of them in school. Children respond promptly to instructions and are beginning to clear away equipment efficiently. They behave sensibly in the classroom and outdoors. They handle books and equipment carefully.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The children regularly engage in activities that successfully promote their communication skills.
- The children make good progress in learning letter sounds and developing early reading skills.
- The teacher carefully plans worthwhile opportunities for the children to improve their writing skills.

### **Commentary**

39. The quality of teaching in this area of learning is good. The teachers plan regular opportunities for children to talk purposefully to adults and each other. For example, during the year the children take turns to take Barney and Oscar Bear home for the weekend or occasionally on a trip. They are then eager to tell the other children what they did and how they took care of the bear. These arrangements successfully motivate children's interaction and boost their confidence in speaking in small and larger groups. The teachers and support staff ask well-directed questions, which successfully promote the children's concentration and extend their speaking and listening skills. As a result, children make good progress in developing these skills and are on course to reach the standards expected for their age.
40. When they enter the Foundation Stage, most children enjoy stories and show interest in the illustrations but few recognise words or letter sounds. The teachers introduce a varied range of well-structured early reading activities that successfully engage children's interest and encourage the attitude that books are fun. The teachers stimulate children's interest, using action rhymes and model characters and animals, so that most children are keen to practise and so make good progress in associating letters and sounds. The children enjoy sharing a varied range of stories and poems and eagerly recognise familiar words. They regularly take books to share at home. This very effectively boosts their confidence. They achieve well so that by the end of the reception class, almost all are on the initial stages of reading and many children exceed this standard.

41. On entry, many children have below average early writing skills. The teachers plan imaginative activities, such as practising writing patterns in sand, which successfully motivate children and encourage them to gain control of their movements and form recognisable letters. The children have regular opportunities to work with an adult in a small group. They try hard and make good progress. By the end of their reception year almost all children attain the early learning goals and some exceed them. They write their own name, almost all write words and phrases independently and a small number form simple sentences with basic punctuation.

## Mathematical development

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The teachers plan a good range of stimulating activities that successfully promote children's skills in counting, recognising and calculating numbers.

### Commentary

42. The quality of teaching is good. The teachers are clear about what they want the children to learn, planning is detailed and sessions are purposeful. Children develop a secure sense of number, order and sequence through regular counting routines. The teachers plan a good balance of practical activities, sorting and counting activities and games such as number skittles to encourage children to practise these skills. They regularly join in lively number rhymes and songs, which successfully reinforce their learning. When they enter school, many children show an interest in counting and number rhymes, but their early calculation skills and mathematical vocabulary is often below average. The teachers and teaching assistants have high expectations of children's application and in the course of activities they consistently check and build on individual children's mathematical language and skills. Consequently, children make good progress. Almost all achieve the early learning goals in mathematical development and a significant number of children achieve calculation skills above those expected for their age.

## Knowledge and understanding of the world

Provision in this area of learning is **good**.

### Main strengths and weaknesses

- Children acquire a secure knowledge and understanding of the world through well planned practical activities and topics.
- A stimulating programme of visitors and visits in the locality successfully engages children's interest and promotes learning.

### Commentary

43. The quality of teaching is good with the result that children achieve well and are on course to attain the early learning goals by the end of the reception year. They discover the properties of a wide range of materials, including sand and dough, by handling and working with them. Children enjoy regular opportunities to explore in the Foundation Stage garden, for example, searching for minibeasts with a magnifying glass, which successfully promotes their curiosity to find out more about living things. The teachers are committed to extending the children's experience by arranging stimulating activities. A 'listening walk' in the park extends children's awareness of their senses and a visit to the local library promotes their learning about stories and storytellers. Similarly, visitors including a dentist, local fire fighters and police officers, bring to life children's learning about 'People Who Help Us'. The children begin to gain an awareness of cultures other than their own through practical activities, such as closely examining clothing worn in different parts of the world. The children have frequent opportunities to gain competence with computers and IT resources. They use a range of simple computer programs in their

classroom and confidently use equipment such as tape recorders and simple programmable toys in the course of their activities.

### **Physical development**

44. It was not possible to make an overall judgement of provision or children's achievement, but planning, documentation and limited observation indicate that the children move safely and confidently in and around the classrooms. The teachers and teaching assistants consistently encourage children to be independent. They take off their coats and put on work aprons with a minimum of adult help. Within the reception classrooms, there is a good range of equipment, such as jigsaws, construction materials and simple tools, including scissors, to promote children's manipulative skills. Children have ready access to a secure and very well equipped outdoor area. This well organised facility provides daily opportunities for vigorous and imaginative play that enables children to learn by working on a more active scale than is possible indoors. The teachers also plan regular physical education lessons in the school hall, with a focus on dance and the development of children's spatial awareness.

### **Creative development**

45. There was insufficient evidence to make overall judgements about provision, children's achievement or the standards that they attain. The teachers plan thoroughly to ensure that the children have opportunities to engage in a stimulating range of creative activities. It is evident that children have frequent opportunities to mix paints to create different colours and find out about texture when they add sand or oats, or other materials. They use an imaginative range of fabric, card and paper to create collages. Teachers plan carefully to promote children's imaginative play by creating well thought out role-play areas, such as *The Parish Clinic*. This successfully stimulates most children's involvement, promotes their use of imaginative language and encourages collaboration. However, initially a small number of children need much encouragement from the teachers and teaching assistants to overcome their reluctance to engage in imaginative play. Children have regular opportunities to explore sounds and use percussion instruments. They join in enthusiastically with action songs, which often reinforce alphabet learning and counting skills.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

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

- Good teaching is helping to secure above average standards.
- Teachers regularly check pupils' progress and use the information effectively.
- Subject leadership is good and has contributed to the improved quality of teaching.
- Teachers reinforce pupils' literacy skills effectively in other subjects.

#### **Commentary**

46. Standards are similar to those at the time of the last inspection. In the most recent national tests, most 7-year-olds reached the expected level in both reading and writing. Moreover, the percentage of pupils exceeding this standard in reading was very similar to that in 2003, when results were well above the national average. In writing, the percentage exceeding the

expected level increased significantly from 2003, when results were above the national average. In the current Year 2 the number of pupils on course to attain the expected standard in both reading and writing is greater than last year. Pupils of all abilities are achieving well. However, fewer are on course to exceed the expected standard because there are more pupils with specific special educational needs in this year group.

47. The quality of teaching is good. This is an improvement since the last inspection. Teachers' subject knowledge is very secure and lessons are purposeful. Teachers explain the aims of each lesson with pupils at the start and often follow this up at the end with a discussion about the extent to which they have been met. Pupils enter school with average speaking and listening skills. They make good progress and many achieve high standards because teachers are giving a greater emphasis to the promotion of these skills. They use resources imaginatively, as in a Year 1 lesson when the teacher used a taped story and probing questions to engage pupils' interest. Teachers also give high priority to promoting pupils' reading skills. The quality of reading books and resources in classrooms and in the library has improved since the last inspection and teachers use them effectively to ensure that pupils have frequent opportunities to practise and improve their reading. Teachers plan carefully so that pupils have sufficient time to write for a wide range of purposes. They encourage pupils to read through what they have written and begin to consider redrafting. Teachers' use of assessment and their evaluation of pupils' progress are more effective in relation to English than they are in most other subjects. Teachers carefully use the information they gain to plan work in lessons that matches pupils' needs and to set personal targets with pupils that help them to overcome identified weaknesses and to understand how well they are learning. They also use marking constructively to help pupils to move forward as well as to celebrate their achievements. These arrangements successfully promote pupils' achievements and ensure that levels of inclusion are high. Boys and girls of all abilities, including those with special educational needs, do equally well.
48. Subject management and organisation are good. The experienced co-ordinator has taken steps to address a dip in writing standards that occurred following the last inspection. She has worked closely with the local authority literary consultant to arrange in-service training for teachers and results in recent years show steady improvement. She has also successfully introduced initiatives such as Book Week and organised effective lesson observations. These arrangements successfully support the drive for improved standards throughout the school.

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

49. Teachers routinely provide good opportunities for pupils to speak, listen, read and write as part of their work in other subjects and this effectively promotes the development of pupils' language and literacy skills. For example, in science, Year 2 pupils wrote independently about their investigations of the properties of materials and there are further worthwhile examples of the development of literacy skills in work associated with design and technology, ICT and the humanities.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and many attain above average standards by the end of Year 2.
- Teachers set challenging tasks that promote good progress for pupils of all abilities.
- The presentation of pupils' work is variable and, at times, untidy.
- The curriculum is very good because it places a strong emphasis on practical and investigative tasks, which improve pupils' learning.

- Subject leadership is very effective.

## Commentary

50. In the 2003 national tests, all but one or two pupils attained or exceeded the nationally expected standard at the end of Year 2 and almost a half of all pupils attained the above average Level 3. The school's overall results were well above the national average and above the average for similar schools. The (unpublished) results from the 2004 tests are totally consistent with those of 2003. They confirm that pupils of all abilities achieve well and indicate that the school has successfully addressed the issue of underachievement by higher attaining pupils that was raised by the previous inspection. Inspection evidence from the work of pupils currently at the very beginning of Year 2 again suggests that most are firmly on course to attain the nationally expected standard by the time that they leave the school. However, fewer pupils in the current Year 2 are likely to attain Level 3. This does not indicate a drop in the quality of teaching or learning. In recent years there has been a measurable fall in children's mathematical attainment on entry to the school from above average to broadly average overall. These pupils continue to make good progress, although current levels reflect the distribution of ability within this particular year group.
51. Teaching and learning have improved since the last inspection and are now good. Pupils learn effectively because teachers prepare lessons very thoroughly. They have high expectations of what pupils can achieve and set tasks at challenging levels. Pupils respond eagerly because they are stimulated and really want to do well. Teachers make careful assessments and use the information systematically to match tasks closely to the different levels of ability within the class and to build securely on what pupils have learned before. There are also examples of good quality marking in Years 1 and 2, which is constructive and indicates to pupils how they can improve their work. However, marking seldom picks up aspects of presentation. Teachers' expectations of pupils' presentation of work are varied, so that in some classes pupils' presentation of work is quite careful, but in others it is untidy. Teachers set mathematics targets for individual pupils and use them effectively to motivate pupils or to promote their understanding of their own learning. Teachers and teaching assistants build pupils' confidence and self-esteem because they are consistently encouraging and sensitive to individual pupils' concerns. Consequently, boys and girls do equally well. Pupils with special educational needs receive good levels of support and encouragement. They are fully involved in all lessons and achieve well, as do mathematically gifted pupils who receive work that makes sure they reach their full potential.
52. The mathematics curriculum is very good. It emphasises the development of number skills, which are helping to improve pupils' mathematical understanding. Mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. When teachers target questions skilfully, as in the Year 2 lesson on strategies for adding 9 or 11, pupils of differing levels of attainment benefit and make good progress. This aspect of pupils' learning is particularly effective because teachers use a very good range of practical and investigative activities that really make pupils think. They also give pupils regular opportunities to explain their mathematical thinking and the strategies that they use and in doing so strengthen their understanding. This practical approach to the teaching of mathematics rectifies an area of weakness identified by the previous inspection.
53. Provision for mathematics has improved because subject leadership and management are very effective. Monitoring, evaluation and planning for improvement are all more rigorous than they were at the time of the last inspection. The tracking of pupils' progress, the analysis of pupils' performance in tests and the observation of teaching and learning all effectively inform the school's on-going programmes of curriculum development and in-service training for teachers. These programmes have resulted in a consistent approach to the teaching of

mathematics and to the provision of worthwhile, first-hand mathematical experiences that promote effective learning for all pupils.

### **Mathematics across the curriculum**

54. Pupils reinforce their mathematical understanding effectively through work in other subjects. They take measurements, for example of plant growth in science, and weigh ingredients in food technology. They measure and cut components to size in design and technology and use ICT to produce bar graphs or to work through number practice programs.

### **SCIENCE**

Provision in science is **good**.

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

- Pupils achieve well and reach standards that are above expectations.
- The curriculum provides frequent opportunities for pupils to undertake investigations.
- Good teaching helps pupils to learn effectively and teachers' very good use of the 'Science Garden' enriches learning.
- Effective leadership and management have brought about good improvement since the previous inspection.
- The resources for science are very good.

#### **Commentary**

55. The 2003 teacher assessments for Key Stage 1 pupils in 2003 show that standards in science were well above average and when compared with similar schools they were above average. The 2004 results, although not formally confirmed at the time of the inspection, confirm that standards remain high and indicate more pupils reached the higher Level 3 than in 2003. Inspection findings indicate that current standards in Year 2 are above average. Pupils' current performance does not indicate that there has been a reduction in the progress that they make. Despite falls in pupils' overall attainment on entry, almost all pupils in Year 2 are on course to attain the nationally expected standard by the time that they leave the school. However, there are fewer pupils with the potential to attain Level 3 in the current year group. Nevertheless, all pupils, including those with special educational needs, are making good gains in knowledge, understanding and skill as they move through the school and are achieving well in relation to their attainment on entry.
56. Teaching and learning are good. Teachers have good subject knowledge and ensure that pupils get many frequent opportunities to learn effectively through first-hand experience. The school's 'Science Garden', an area in the central courtyard of the school which has been attractively organised to allow pupils of all ages scope to discover for themselves how things work, is used very creatively in support of teaching. The imaginative use of this resource successfully boosts the pupils' curiosity about science and the world in which they live and stimulates their desire to learn. Work for pupils is well organised and teaching quality is boosted further by good teamwork between teachers and classroom assistants, who ensure that all pupils get the attention and support that they need. This level of support is a key factor in the good progress of pupils with special educational needs. Teachers' use of assessment is satisfactory. In Years 1 and 2, teachers use assessment information to ensure that the content of many practical tasks is challenging enough to take able pupils' understanding to the higher levels. However, teachers do not always modify tasks to meet the needs of pupils with different capabilities.

57. There is good leadership and management of the subject. The co-ordinator provides a clear educational lead, which has raised the profile of the subject successfully with teachers and pupils. There has been rigorous action since the previous inspection to tackle shortcomings in the school's provision. This has included a thorough re-working of the curriculum and training and support for all staff. There have also been considerable improvements to the range and quality of resources, which teachers now use well to promote 'hands-on' learning and to extend pupils' learning and curiosity about science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- By the end of Year 2, standards are in line with national expectations.
- Subject leadership is excellent and so the curriculum for ICT is very good.
- Teaching and learning are good.
- Pupils have very positive attitudes to their work in ICT.
- Teachers do not use assessment data thoroughly enough in planning work for pupils with different capabilities.

### **Commentary**

58. Most pupils are on course to achieve the nationally expected standards in all aspects of ICT by the time that they leave the school and a small number already have above average skills. This maintains the standards reported at the time of the last inspection. This represents satisfactory progress and achievement in Years 1 and 2 from their average attainment on entry.
59. Teaching is good. Teachers have successfully undertaken a range of training and received input, advice and support from the co-ordinator. As a result, they have the knowledge, understanding and confidence to teach ICT skills effectively and are competent and self-assured when teaching ICT. Teachers structure sessions carefully and they demonstrate new skills and techniques effectively, making good use of projection equipment and interactive whiteboards to engage pupils' interest and involve them in the lesson.
60. Teachers successfully establish good patterns of behaviour and a sensible approach to work, with the result that pupils are attentive to instructions and share equipment co-operatively. In the Year 1 lesson on making a presentation, higher attaining pupils gave advice to less confident pupils. Pupils' keenness to be actively involved and to share their learning with others improves their learning. Pupils with special educational needs receive effective support and make good progress alongside others in the class. However, there are currently no consistent procedures for assessing pupils' attainment or for planning for pupils with different capabilities. Teachers and classroom assistants sensitively support pupils with learning difficulties and often plan extension activities for pupils who complete their tasks. However, these arrangements do not ensure that all pupils always work at the levels of which they are capable. Consequently, some pupils do not always make the progress that they should and this is unsatisfactory.
61. Teaching and learning are improving rapidly because subject leadership and management are very effective and the curriculum for ICT is very good. Pupils are learning well because during the last year the school has greatly improved its resources and facilities for teaching ICT. Consequently, the school has the necessary programs and equipment to teach the ICT curriculum thoroughly and pupils have planned opportunities to use a good range of ICT

equipment, including programmable toys, sound recording equipment and a digital camera. The subject leader has been tireless in her work. She has planned very thoroughly for these developments to the curriculum. She has rewritten the scheme of work so that it provides improved guidance for staff and gives very good 'in-house' support for staff. She also monitors teaching and learning carefully in order to check that all elements of the ICT curriculum are taught and to ensure that staff make use of ICT across the curriculum as a whole. This very well conceived programme of curriculum development has considerable potential but has not yet been in place for long enough to raise standards.

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

62. Currently, teachers' and pupils' use of ICT across the curriculum is satisfactory but this aspect of the work is also set to improve as teachers become more familiar with the revised curriculum. Links with literacy are good. Pupils already use ICT to present written work, to communicate to others through simple presentations and to enter and edit text. Other applications of ICT are satisfactory and include:
- programming the floor 'robot' and making simple graphs and charts to reinforce directions, turns and data handling in mathematics;
  - using the internet as a source of information for history and geography lessons;
  - using the principles of computer-aided design to 'plan' a town in geography;
  - using creative tools to make pictures and patterns;
  - using devices such as listening centres and digital cameras.

## **HUMANITIES**

### **History and geography**

Provision for history and geography is **good**.

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

- Pupils reach standards higher than national expectations in both history and geography and all pupils achieve well.
- There is good teaching in both subjects that is characterised by allowing pupils to learn through first-hand experience.
- Teachers use the local environment creatively to broaden pupils' understanding of the world around them.
- The school has yet to develop ways to assess and evaluate pupils' progress in both subjects.
- Resources are of a high quality and are used effectively by teachers.

#### **Commentary**

63. All pupils, including those with special educational needs, achieve well in history and geography. By the age of 7, many pupils reach standards that are above national expectations. This is an improvement over the findings of the last inspection that indicated that standards were in line with national expectations.
64. In **history**, pupils have a good understanding for their age of why certain people from the past are remembered. They know, for example, that Florence Nightingale was famous for the positive effect she had on nursing and that Guy Fawkes became infamous for his involvement in the Gunpowder plot. In planning pupils' learning, teachers effectively

ensure that the pupils have every possible opportunity to work at first hand with historical resources. This approach successfully boosts pupils' understanding of how artefacts, books, diaries, photographs and newspapers can be sources of information about events from the past and how people lived their lives. As a result, pupils know how to find out about the past, are beginning to interpret the images and artefacts that they see and to understand the passing of time.

65. In **geography**, pupils have a good understanding of how people in other countries live their lives. They know, for example, that India is a very hot country and that the people who live there wear different types of clothing and live in different types of homes from those in Reigate. Teachers make good use of the school grounds, the immediate neighbourhood and local environment to promote the development of geographical skills. In Years 1 and 2 the pupils successfully learn to interpret simple maps and to gather geographical information 'in the field'. By the age of 7, pupils explain well the difference between a village, town or city and can give examples of some major capital cities of the world.
66. In both subjects, there is good teaching and learning throughout the school. Of note is the way in which teachers make learning meaningful for pupils by planning activities that link the various subjects. For example, in learning about a contrasting locality, the pupils have the scope to look at photographs of how people spent their time at the seaside in the past, to write imaginary postcards to a friend or make observational drawings of important buildings in the area. Such work helps to develop their skills and overall achievement in history, literacy, art and design as well as in geography. Teachers also make good use of ICT, both as a source of information and to make lessons more interesting. A shortcoming in teaching lies in the current lack of agreed procedures for assessing and evaluating pupils' progress in these subjects. Consequently, teachers do not always have a clear idea of the progress that pupils have made previously and they seldom plan tasks to build on what particular pupils know, understand and can do.
67. There is good leadership and management in both subjects and successful curriculum development has helped to raise standards. Since the previous inspection, teachers have worked hard to develop coherent links between history, geography and other subjects, which add to the quality of pupils learning. Improved planning now also includes careful consideration as to how the local community, visits, visitors and special events, such as the Victorian day, can be used to boost pupils' achievement. There are high quality resources which teachers use well to improve pupils' understanding and promote curiosity in both subjects.

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

Inspectors observed three lessons in art and design, design and technology and music. They also examined portfolios of completed work, attended assemblies, including a 'singing praise' assembly, and examined planning documents. However, there is insufficient evidence to make overall judgements about provision or the quality of teaching and learning in these subjects.

### **Main strengths and weaknesses**

- Standards in art and design and design and technology are above average.
- The standard of pupils' singing is good.
- Pupils' work in art and design and design and technology effectively supports their learning in other subjects.

- Procedures for assessment and teachers' use of assessment are unsatisfactory.

## Commentary

68. The standard of pupils' **art and design** work in the lesson seen, on display around the school and in the portfolio of completed work is above average for pupils of their age. They produce a good range of two- and three-dimensional work, involving paint, pencil, pastels, textiles, natural materials, computer art, printing and occasionally clay. Pupils learn about and produce work in the varied styles of artists such as Claude Monet, Vincent Van Gogh, George Seurat and Andy Goldsworthy in well-planned lessons.
69. Pupils plan, make and evaluate a good range of **design and technology** projects and the standard of their completed work is good. They gain experience of a good range of materials and techniques and are very proud of the products they produce. These include moving cards and characters involving simple push/pull mechanisms in Year 1, and wheeled vehicles in Year 2.
70. Teachers regularly plan work in art and design and design and technology that links with other subjects, including science and history. For example, they produce papier mâché planets, fabric minibeasts, model houses of the past and paintings of the Fire of London. These arrangements boost pupils' interest and give added meaning and purpose to their work.
71. In **music** lessons and school assemblies, pupils sing regularly and have a wide repertoire of songs and hymns, which they sing tunefully and with good expression. Pupils have regular opportunities to sing, listen to music and become familiar with percussion instruments. Also, during the year, pupils perform in assemblies, local church services and concerts for parents. Pupils have opportunities to learn to play the recorder and the violin. These activities successfully reinforce and extend the skills of those involved. Visiting musicians and occasional performances by the orchestra from the local junior school successfully boost pupils' interest in the subject. Indeed, the creative, aesthetic and practical subjects make a significant contribution to pupils' spiritual, moral, social and cultural development because they teach pupils to respond sensitively to things of beauty and acquaint them with aspects of their own and other cultural traditions.
72. Teachers regularly encourage pupils to consider what they have learned at the end of a lesson and critical evaluation forms an important part of design and technology projects. This approach effectively promotes pupils' skills of self-evaluation and understanding of their own learning. However, there are no consistent arrangements for assessing pupils' attainment in art and design, design and technology and music. Consequently, in most lessons, all pupils complete the same activities because teachers do not have the necessary information to match tasks closely to pupils' prior attainment. This limits teachers' capacity to fully challenge and extend individual pupils' learning.

## Physical education

Provision in physical education is **satisfactory**.

## Main strengths and weaknesses

- By the end of Year 2, standards in gymnastics, games and dance are in line with national expectations.
- Teaching and learning are satisfactory, although there are gaps in teachers' subject knowledge.
- Pupils enjoy physical education lessons and participate energetically.
- The current lack of assessment procedures does not allow teachers to plan work for pupils with different capabilities.

## Commentary

73. There is insufficient evidence against which to evaluate overall standards in physical education or the quality of subject leadership. However, evidence from teachers' planning indicates that all elements of the National Curriculum for physical education receive suitable attention and that the subject makes a worthwhile contribution to pupils' personal, social and health education. Pupils' performance was in line with the nationally expected standard in the aspects of physical education that were seen during the inspection. Pupils' achievements are satisfactory. In the lessons observed, pupils made satisfactory gains in their gymnastic, dance and games skills. Pupils with special educational needs received good support and encouragement, which enabled them to take a full part in lessons, experience success and make satisfactory progress.
74. Teaching is satisfactory overall. Teachers manage their pupils well and successfully establish good habits of behaviour and response. Almost all pupils enjoy their work. They are attentive, respond promptly to instructions and work sensibly, showing consideration for others. Teachers plan a good range and variety of activities that keep pupils interested and involved. Teachers present activities as a 'challenge' and lessons often incorporate a game; consequently, pupils are well motivated and keen to participate actively. However, there are gaps in teachers' subject knowledge. Teachers do not analyse pupils' performance carefully enough or give specific 'coaching' on how to improve. Furthermore, in most lessons, all pupils undertake the same activities. Teachers do not match activities to pupils' prior attainment because there are currently no formal arrangements for evaluating pupils' attainment or progress. Consequently, pupils do not always work at the levels of which they are capable or make the progress that they should and this is unsatisfactory.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- Personal, social and health education and citizenship is well planned and links with other subjects improve pupils' learning.
  - Visits, visitors and special events add to the quality of this area of the curriculum.
  - The subject leader does not always have the time necessary to monitor developments thoroughly.
75. The school promotes pupils' personal, social and health education successfully. Pupils have regular, planned opportunities to develop greater self-awareness and confidence by discussing a range of general issues, including those they face as part of everyday life. Teachers plan suitable activities for the timetabled personal, social, health education and citizenship lessons or 'Circle Time'. The proposed development of the school council should also give pupils an opportunity to act on behalf of others and to represent pupils'

views on aspects of school life, although, at present, procedures for sampling pupils' views are largely informal. There is insufficient evidence to evaluate the overall quality of teaching in personal, social and health education and citizenship. However, planning indicates that teachers make effective links with other subjects, such as physical education, science and religious education, to ensure that pupils develop a healthy lifestyle and learn to respect the feelings of others and the differences between people.

76. Visits, visitors and special events add significantly to the quality of this area of the curriculum. Pupils really understand the benefits of exercise and healthy lifestyles because this has been their everyday experience as the school has worked towards the achievement of The Healthy Schools award. Visits from the school nurse and from parents who have particular expertise (such as a paramedic) provide teaching on first aid, drugs and medicines, hygiene and aspects of physical and emotional development. The local police provide road safety training and teach pupils about the role of the police within the community. Pupils also learn about citizenship through involvement in their school and community, for example, by participating in projects such as litter picking, bulb planting and celebrations at the local church. They also care for elderly members of the community by giving gifts and singing carols at Christmas time.
77. The recently appointed personal, social, health education and citizenship co-ordinator leads the subject very well. This curriculum area has a high profile because she has already conducted a thorough survey of on-going work in this area. She has used the responses from staff to improve planning for the subject so that it includes work on diet, health, sex and relationship education, the misuse of drugs, personal safety and citizenship. However, the pace of improvement is somewhat restricted because the school does not always give the necessary time for the co-ordinator to evaluate and 'fine tune' on-going initiatives.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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