

INSPECTION REPORT

St Matthew's CofE Aided Primary
Redhill

LEA area: Surrey

Unique Reference Number: 125235

Headteacher: Mrs C S Joiner

Reporting inspector: Mr John Messer
15477

Dates of inspection: 15-18 November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School with nursery
Type of control:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Linkfield Lane Redhill Surrey RH1 1JF
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Alexander
Date of previous inspection:	9-13 October 1995

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Patricia Dodd Racher, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Curriculum and assessment
Shelagh Halley	English Modern foreign languages Special educational needs	
Maurice Leyland	Mathematics	Staffing, accommodation and learning resources Efficiency
Michael Raven	Physical education Swimming Science Information technology Equal opportunities English as an additional language Special educational needs unit	
Barbara Townley	History Geography Music	
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MAIN FINDINGS

What the school does well

- Teaching is very good and occasionally excellent in a fifth of lessons and good in a further two fifths and as a consequence pupils make good progress.
- Pupils make good progress in mathematics and by the age of eleven they attain standards which exceed national expectations.
- The staff of the school are hard-working, caring and conscientious. Teachers plan and prepare lessons well. Learning support assistants are highly skilled and make a very good contribution to pupils' learning.
- Pupils have positive attitudes to learning; they are keen to succeed and eager to please and relationships throughout the school are very good and make a strong contribution to pupils' progress.
- Provision for children under the age of five is good and firm foundations are laid for further learning.
- Pupils with special educational needs are very well supported and make very good progress.
- Pupils with English as an additional language are supported effectively and make good progress in developing English speaking skills.
- A good range of after-school clubs and educational visits enriches the curriculum and is used well to support learning.
- Provision for pupils in the special educational needs support unit is excellent and pupils make very good progress.

Where the school has weaknesses

- I. Reading and writing is not taught systematically in all classes and the encouragement of enjoyment in reading is not given sufficient emphasis.
- II. The assessment of pupils' attainment and progress is not used systematically to plan further learning activities based on pupils' current levels of attainment, so that progression in learning is promoted.
- III. There are insufficient opportunities for pupils to develop speaking skills across the curriculum.
- IV. Resources to support teaching and learning in information technology are unsatisfactory.
- V. Provision for swimming is insufficient to ensure that pupils attain the national target at the end of Key Stage 2.

The school's strengths far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

How the school has improved since the last inspection

The school has improved since the last inspection and is better than it was though it has not completely resolved all the weaknesses pointed out at the time of the last inspection. The standards which pupils attain in mathematics have improved substantially since 1995. Standards as measured by the National Curriculum test results in reading and writing have improved in Key Stage 1 and have been maintained in Key Stage 2 but there are still a significant number of pupils who are under-achieving in these areas. The quality of teaching has improved greatly since the last inspection when a fifth of the teaching was unsatisfactory. Unsatisfactory teaching is now rare. The school now monitors the quality of education provided more closely and uses the results of monitoring to set priorities for improvement. Success criteria are now an established element of the school development plan and are used effectively to evaluate progress. Governors produced a clear action plan designed to tackle the issues identified in the last inspection which dealt with weaknesses in assessing pupils' attainment and progress but this remains a weakness. Pupils' attainment is assessed in many different ways but the results of such assessments are not always used effectively to inform lesson planning. The school set the target of 63 per cent for the proportion of eleven year olds who would attain the national target of Level 4 in English and mathematics in 2000. It exceeds these targets in 1999. The improvements which have been made and the school's clear commitment to raising standards indicate that it is well placed to

make further improvements.

• **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	C	A	<i>below average</i>	D
Mathematics	B	A	<i>well below average</i>	E
Science	B	A		

This information shows that when compared with all schools nationally pupils' performance in English is in line with the national average but when compared with schools which have pupils from similar backgrounds pupils attained standards which were well above the national average. In mathematics and science standards were above average when compared with all schools and well above average when compared with similar schools. Inspection findings broadly reflect the latest test results; pupils in Year 6 attain standards which are in line with national expectations in English and exceed expectations in mathematics. In science, however, inspection findings show that, in Year 6, pupils' attainment matches national expectations. Pupils' competence in information technology is in line with the standard expected of eleven year olds. Good work was seen in handwriting and pupils' work is well presented. Speaking skills are not well developed. Pupils sing well in unison and they do well in physical education. By five years of age, almost all children do well across the range of their work but especially in their personal, social, physical development and their knowledge and understanding of the world.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	satisfactory
Mathematics	satisfactory	good	good
Science		satisfactory	satisfactory
Information Technology		satisfactory	satisfactory
Other subjects	good	good	good

Teaching is very good and occasionally excellent in a fifth of lessons and good in a further two fifths. Except in one lesson, the remainder was satisfactory. Teaching for pupils with special needs is very good and in the special support unit it is excellent.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

• **Other aspects of the school**

Aspect	Comment
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Behaviour	Good. Pupils are courteous and well behaved in and around the school. They work and play happily together.
Attendance	Good. A small minority arrive late to school but the school is taking effective steps to deal with this problem.

Ethos*	Good. Pupils have positive attitudes and are interested in their work. They are eager to please and keen to succeed. Relationships throughout the school are very good.
Leadership and management	Sound. The headteacher and the deputy headteacher work well together and give positive leadership. Governors are kept well informed about school issues.
Curriculum	Good. The school has maintained a broad and balanced curriculum. There is a good range of after-school clubs and educational visits. Lessons are well planned.
Special educational needs	Provision is very good throughout the school. The special educational support unit provides excellent support.
Spiritual, moral, social and cultural development	Mainly good, especially moral and social development. The rich cultural diversity of the pupils is not celebrated sufficiently.
Staffing, resources and accommodation	Satisfactory overall. There is a lack of resources to support teaching and learning in information technology and in multicultural education.
Value for money	Good. The school makes good use of the money which it is allocated.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

· **What most parents like about the school**

- VI. Their children enjoy coming to school.
- VII. School staff are approachable.
- VIII. Their children are encouraged to respect others.
- IX. The support and attention the school gives to moral and social development.
- X. The school enables pupils to achieve a good standard of work.

What some parents are not happy about

- XI. Complaints are not handled well and the school
- XII. Many do not know who the school governors are.
- XIII. The prospectus is dull and parents are not
- XIV. The range of reading books is too narrow.

Inspectors agree with parents' positive views. Inspection findings show that reports to parents do not give enough information about pupils' educational progress and that in several classes the range of reading material is narrow. There is no evidence to suggest that complaints are not handled well or that bullying is not dealt with appropriately.

· **KEY ISSUES FOR ACTION**

In order to improve standards the headteacher, staff and governing body should:-

XV. **Raise standards of attainment in English further by:**

- developing a more consistent approach to the teaching of reading and writing and by broadening the range of pupils' reading experiences;
- introducing a planning framework designed to promote speaking skills systematically throughout the school;
- providing more opportunities for pupils to increase and use their imagination in creative writing.
- increasing the use of computers to support teaching and learning. (paragraphs 21, 97, 99, 101, 103, 104, 106.)

•.Make better use of the information provided by the assessment of pupils' attainment and progress by:

- analysing data on pupils' performance and using the results to inform lesson planning;
- using the information collected on pupils' attainment and progress to set appropriate short-term targets for learning;
- sharing learning targets with pupils and their parents. (paragraphs 41, 51, 68, 104, 115.)

•. In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- The school prospectus does not do enough to celebrate the school's successes. (paragraph 62)
- Communication between the governors and the parents is not effective. (paragraph 64)
- Resources to support teaching and learning in information technology are unsatisfactory. (paragraph 127)
- There is insufficient emphasis on developing pupils' ability to compose music. (paragraph 158)
- The library is under-used. (paragraph 75)
- Pupils have too few opportunities to use their numerical skills in other areas of the curriculum. (paragraph 22,109,110)
- The rich ethnic diversity in the community is not sufficiently celebrated. (paragraph 48)
- There is a lack of three-dimensional work in art. (paragraph 130)
- Provision for swimming is insufficient to ensure that pupils attain the national target at the end of Key Stage 2(paragraph 170)
- Reports to parents do not always give sufficient information about the progress which pupils have made. (paragraph 59)

- INTRODUCTION

- Characteristics of the school

1. This Church of England primary school, which is situated near the centre of Redhill in Surrey, admits boys and girls aged between three and eleven years old. Although a Church of England school it welcomes children from other Christian denominations and from other world faiths. There are 348 full-time pupils on roll and a further 80 children, who are under five years old, attend on a part-time basis, either in the morning or in the afternoon. Eleven pupils in Key Stage 2 who have statements of special educational need attend the special educational needs support unit for some of their lessons and for the remainder they are fully integrated into the mainstream classes.
2. There is an almost equal number of boys and girls in the school and, from the term following their fifth birthday, they are taught in fourteen classes in the main school. The school admits pupils according to its agreed admissions policy which, when more children seek admission than there are places available, is based on a set of criteria for deciding which children have the highest priority. These priorities for admission include religious criteria, whether prospective pupils have brothers or sisters already attending the school and how close they live to the school. Very few pupils come from outside the school's catchment area. Pupils come from a wide range of social backgrounds with no particular group represented more than another. There is a considerable degree of mobility in the school's population as pupils enter and leave the school part way through each key stage. A third of the pupils in a Year 2 cohort four years ago, for example, have left and been replaced by pupils from elsewhere and are not now attending the Year 6 classes.
3. There are 50 full-time pupils, nearly 15 per cent, for whom English is an additional language, which is much higher than the national average, and 14 different languages are spoken by pupils in the school.

In Key Stage 1, 14 of the 16 pupils with English as an additional language are at stage one of learning the language, the least fluent level, and at Key Stage 2 two of the 34 pupils are at stage one. The main languages spoken at home are, in order of frequency, Bengali, Urdu, Turkish and Arabic.

4. There are 104 pupils on the school's register of special educational needs, including eleven in the special educational needs support unit, all of whom have statements of special educational need. In all 27 pupils have statements of special educational need. The total number of pupils on the register of special educational need represents 30 per cent of the full-time school population, compared to 18.3 per cent nationally. The support unit caters for a diverse group of pupils with physical, learning and behavioural disorders.
5. The youngest children who are under five are accommodated in a purpose built nursery unit and those who are approaching five years of age transfer to the school's reception classes. Attainment on entry to the nursery is broadly in line with expectations of three and four year old children but there are many points of entry to this school as children move in and out of the area. Most children enter the school with appropriately developed speaking and listening skills and several are confident and articulate. Many have a limited vocabulary, lack confidence in speaking and have poorly developed social skills. Around 23 per cent of pupils are entitled to free school meals which is broadly in line with the national average. The school's circumstances have changed very little since the last inspection though the proportion of pupils entitled to free school meals is lower than in 1995.
6. The school's aims are set out clearly in its prospectus. The main aims are:-
 - To provide planned educational opportunities for all children in order to increase and develop their knowledge and skills within the framework of the National Curriculum.
 - To monitor, assess and evaluate every child's performance.
 - To provide a purposeful, safe and caring environment.
 - To promote respect for others, for their needs, their beliefs and culture and for the world in which we live.
 - To awaken children to the spiritual dimension of life within the living institution of the Christian Church.
1. The main curricular priorities described in the current school development plan are:-
 - To implement the National Numeracy Strategy and to improve pupils' mental arithmetic strategies.
 - To improve pupils' ability to read for understanding and for information.
 - To develop pupils' skills in information technology and to use such skills across the curriculum.
 - To develop the use of information technology in science.
 - To improve pupils' thinking skills.
 - To improve pupils' writing skills.
1. In liaison with the local education authority the school has set the targets of 63% for the proportion of pupils in Year 6 who will attain the national target of Level 4 in English and mathematics by the year 2000. This target was considerably exceeded in 1999.

8. **Key indicators**

2. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	19	27	46
	(1998)	36	23	59

9. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	14	13	16
	Girls	24	22	23
	Total	38	35	39
Percentage at NC Level 2 or above	School	83(75)	76(76)	85(85)
	National	82(80)	83(81)	87(84)

9. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	16	16
	Girls	25	23	24
	Total	41	39	30
Percentage at NC Level 2 or above	School	83(80)	84(90)	65(86)
	National	82(81)	86(85)	87(86)

Percentages in parentheses refer to the year before the latest reporting year

3. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:				
Year	Boys	Girls	Total	
1999	20	19	39	
(1998)	(29)	(28)	(57)	

10. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	14	18	18
	Girls	15	13	16
	Total	29	31	34
Percentage at NC Level 4 or above	School	74(60)	79(52)	87(69)
	National	70(65)	69(59)	78(69)

10. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	18	17
	Girls	14	14	13
	Total	22	32	30
Percentage at NC Level 4 or above	School	56(54)	82(52)	77(59)
	National	68(65)	69(65)	75(72)

Percentages in parentheses refer to the year before the latest reporting year

11. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.3

12. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

13. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	99
	Less than satisfactory	1

13. PART A: ASPECTS OF THE SCHOOL

13. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

13. Attainment and progress

4. By the time they are five years old most pupils have attained at least the nationally defined desirable learning outcomes in the six areas of learning specified in national guidance for five year olds. In language and literacy, creative development and in their knowledge and understanding of the world they are well on course to meet expectations of five year olds. In their personal, social and physical development as well as in their understanding of mathematics most children exceed national expectations by the time they are five. Most children enter the school with achievements which are broadly in line with expectations for their age and they generally make good progress in the nursery classes and in the reception class such that they are well prepared to tackle the National Curriculum when they are five years old. They make good progress as a result of the well structured learning environment in which a wide range of carefully planned activities is presented. Children are confident in their play writing as they make appointments for others in the class optician's shop and when they take telephone messages on the bank of telephones provided in one activity. Most speak well and are articulate but many have a limited vocabulary and poorly developed speaking skills. The four adults in the nursery classes take groups for specific learning activities such as counting or letter formation. The precise planning of these activities, to ensure that they meet children's particular learning needs, promotes good progress. Children use paint well to create bold self-portraits and their social, imaginative and physical development is fostered as they take turns to drive pedal powered vehicles around the playground, filling up with petrol when required and visiting the mechanics in the garage for repairs. Their knowledge and understanding of the world are fostered as they make spectacles with different coloured 'lenses' and experiment by looking at the world through red, green or blue plastic glasses.
5. There are two methods of indicating the school's test and assessment results; one gives points for all pupils who took the tests, which is described in this report as the school's overall performance, and another which gives the proportion of pupils who reach or exceed the national target of Level 2 at Key Stage 1 and the national target of Level 4 at Key Stage 2.
6. In the National Curriculum tests for eleven year olds in 1999, pupils' overall performance in English was broadly in line with the national average when compared with all schools nationally and well above average when compared with schools with pupils from similar social backgrounds. In mathematics and science the school's results were above average when compared with all schools and well above average when compared with similar schools. In all three subjects at both key stages these results were better than those achieved in 1998 and much better than those achieved at the time of the last inspection. There has been a steady improvement in results since 1996 though results dipped in 1998, especially in mathematics, due partly to a greater number of pupils with statements of special educational need in that year.
7. In the National Curriculum tests in 1999, the proportion of eleven year old pupils who attained at least the national target of Level 4 in English, was in line with the national average when compared with all schools. When compared with schools which have pupils from similar backgrounds, however, pupils' attainment was above average in English. The proportion of pupils who attained the higher Level 5 standard in English was average when compared with all schools and well above average when compared with similar schools. The proportion who attained at least Level 4 in mathematics was above average when compared with all schools and well above average when compared with similar schools. The proportion of pupils who attained the higher Level 5 standard in mathematics was average when compared with all schools and above average when compared with similar schools. In science the proportion of pupils who attained at least Level 4 was above average when compared with all schools and well above average when compared with similar schools. The proportion who attained the higher Level 5 standard was well above average both when compared with all schools and when compared with

similar schools. Inspection findings largely reflect the 1999 test results and, by the time they leave the school at the end of Key Stage 2, most pupils attain standards in English and science which are in line with national expectations of eleven year olds and standards in mathematics are above the standard expected. Inspection findings do not concur with the latest test results in science because the current cohort has a higher proportion of pupils with special educational needs than the group that took the tests. This does not affect results in English and mathematics to the same extent because the structures promoted by the National Numeracy Strategy and the National Literacy Strategy give good support to such pupils.

8. In the National Curriculum tests and assessments for seven year olds in 1999, pupils' overall performance was average in reading, below the national average in writing and above average in mathematics when compared with all schools. When compared with schools which have pupils from similar backgrounds, however, pupils' overall attainment was above the national average in reading, average in writing and well above average in mathematics. The proportion of pupils who attained the national target of Level 2 in reading was in line with the national average, in writing and science it was well below average and in mathematics it was below average. The proportion of pupils who attained the higher Level 3 standard was below average in reading, average in writing but in mathematics the proportion who attained Level 3 was above the national average. When compared with similar schools the proportion who attained Level 2 was well above average in reading, below average in writing and above average in mathematics; the proportion who attained the higher Level 3 standard was average in reading and writing and well above average in mathematics. Inspection findings largely reflect the test results; by the end of Key Stage 1, pupils attain standards which are in line with national expectations in reading and, contrary to last year's test results, in writing. Standards in mathematics exceed national expectations of seven year olds and, contrary to last year's teacher assessment results, standards in science now match national expectations.
9. There is a significant number of pupils who enter and leave the school part way through the primary phase of their schooling. The cohort of Year 6 pupils who left the school last July, for example, were very different from the group who had entered the reception classes seven years earlier. In the course of the four years between Year 2 and Year 6 a third of pupils remained in the school from Year 2 through to Year 6. This transient element in the school's population makes it very difficult to compare pupils' attainment at Year 2 with that of the same cohort at Year 6 because the composition of the cohort has changed significantly. This relatively high level of mobility, which is more marked in Key Stage 2, adversely affects the school's test results, impedes rates of progress and reduces levels of attainment because the movement into and out of the school upsets the continuity of education which pupils receive.
10. Pupils, including those for whom English is an additional language, make mostly good progress in both key stages. In both key stages progress is good in two fifths of lessons and very good in nearly a fifth. Progress is good in mathematics, information technology and in physical education at both key stages. Progress in English, science, art, design and technology, history, geography and music is sound in both key stages. Progress in the application of mathematical skills is not as secure as progress in the other strands of the subject. Pupils in Key Stage 2 make sound progress in French and pupils in Year 3 make good progress in swimming. Progress in developing speaking skills is uneven and there is no whole school programme for developing oracy systematically. There is no discernible difference between the progress of boys and girls or between progress of pupils from different ethnic groups or social backgrounds. The attainment and progress of boys and girls has been monitored by the school and results concur with inspection findings; no significant differences in national tests and assessments have been found. The school has monitored the attainment and progress of pupils learning English as an additional language. Due to the very good support pupils receive, particularly at Key Stage 2, pupils make very good progress. Their attainment in national tests and assessments has been monitored and it has been found that their attainment is the same as that expected of other pupils of the same age. A significant number of pupils attain higher than the expectation for their age in all subjects, including English. The progress of pupils with special educational needs is very good. Pupils, including those in the support unit, are very well taught and helped to make very good progress in all subjects of the curriculum. The pupils with physical disabilities are helped to make very good progress in developing their physical skills to their full capacity, through physiotherapy which takes place regularly in the support unit and through the physical education curriculum, especially swimming.

11. The National Literacy Strategy promotes good progress. Lessons are well planned and structured so that pupils are able to make progress in steady stages, moving from one element of language, such as alphabetical order, to working with dictionaries, thesauruses and using glossaries and indexes. They develop a sound understanding of how to use books for finding out information. Pupils use these skills well in other areas of the curriculum, such as when finding out about the lives of Roman soldiers in history and when finding recipes in cookery books in the special support unit. They learn to write for a variety of purposes such as instructions on how to make a jam sandwich and how to create notices and diagrams with labels which give information. They use their reading and writing skills well when comparing industry in England with that in Pakistan and when writing a script for a telephone conversation. Progress in reading and writing is erratic; in some classes at both key stages it is mostly good and in others just satisfactory. The approach to teaching reading and writing is not consistent across the school and this accounts for the variability in the progress which pupils make. In Key Stage 2 many pupils do not have a wide knowledge of authors and reading for pleasure is not promoted consistently across the school. Pupils' speaking skills are not developed systematically through role-play, drama, or opportunities for structured discussions. Progress in speaking clearly and articulately is not assured for all pupils and a significant minority of pupils are unable to express themselves confidently and clearly by the age of eleven.
12. Good progress was seen in mathematics in both key stages where the National Numeracy Strategy is beginning to have a positive impact on the quality of pupils' learning. Pupils rise to the challenges presented in the introductory mental arithmetic sessions and make good progress in the quick recall of number facts. Pupils have too few opportunities to use their numerical skills in other areas of the curriculum, such as recording data in science and using skills of accurate measuring in design and technology. Progress is better than at the time of the last inspection and is now much more consistent. Subject co-ordinators have clear plans of how to make improvements in provision so the school has a good capacity for further improvement.

22. **Attitudes, behaviour and personal development**

13. The personal and social development of the under fives is promoted effectively in the nursery and reception classes. Children gain confidence and relate well to adults and their friends. They work and play happily together and feel secure within the well structured learning environment which has been created. They take a full part in setting up activities and tidying away afterwards. They are adept at remembering to put on aprons for painting or gluing activities. They listen avidly to stories, are well behaved and follow instructions sensibly.
14. Pupils with special educational needs are very positive in their response to lessons, especially those working in the special needs support unit. Pupils are very well managed by teachers and special needs assistants and helped to behave well. The pupils with special educational needs, including those in the special needs support unit, are very well accepted by other pupils. The integration of pupils from the support unit as members of mainstream classes is extremely beneficial in the development of positive attitudes, good behaviour and the personal development of all pupils.
15. Across the school pupils are keen to learn. They listen attentively, often intently, to their teachers. The great majority follow instructions swiftly, work conscientiously and co-operate with each other. They enjoy investigations, especially in science, for example finding out which flooring would be best for a kitchen. Pupils' eagerness to learn helps them to make good progress. At present they do not have enough opportunities to develop skills of debating, constructing arguments, and giving reasoned opinions, and this limits their all-round development as learners. The school is taking steps to enhance standards of speaking in all year groups. Pupils' development as independent researchers is helped by the well-coded books in the libraries, but the insufficiency of computers with CD drives is a drawback. Older pupils need more chances to carry out tasks which they have formulated themselves.

16. Standards of behaviour in and around the school are high. There were no exclusions in the year before the inspection. At break times pupils are sociable, play well together, and take good care of the building and attractive grounds. In class, most pupils settle quickly and quietly to work, and take turns without fuss. A small minority, often of boys, sometimes lose concentration and stop taking a pride in their work, especially towards the end of lessons. The majority of pupils take care to write neatly and present their work attractively.
17. Relationships throughout the school are very good. Boys and girls co-operate well, pupils from different ethnic and language backgrounds are very well integrated into school life, staff work harmoniously together and are committed to helping children learn and develop into responsible adults. There are occasional incidents of bullying, but the school has a new, promising procedure of requiring those involved to assess the reasons for the incident and to reflect on them so that there is less chance of recurrence. The school's "golden rules" are prominently displayed and pupils try hard to be courteous and considerate.
18. The school choir has a significant role in the wider community, singing in church, at festivals and for groups in the community such as elderly people. At present there is no school council or similar group to help pupils actively develop the knowledge and skills of effective citizenship. Despite this, pupils in Year 6 willingly help to supervise younger ones at break times. In all years, pupils conscientiously carry out tasks such as carrying registers, giving out books and closing doors.
19. During the previous inspection, poor behaviour was noted in some science, games and gymnastics lessons. This is no longer a weakness. As in 1995, pupils' good behaviour is one of the many strengths of the school.

29. **Attendance**

20. Attendance is good, and has improved significantly since the previous inspection. In 1998/99 pupils achieved 95% attendance, compared with only 92% in 1994/95. The majority of absence is due to occasional sickness. The school is keen to exceed 95% attendance, and has suitable strategies in place to minimise absence. The regular attendance of the great majority of pupils helps them to make good progress.
21. The large majority of pupils are keen to come to school and arrive punctually. Fewer pupils are now late, because of successful action taken by the headteacher to persuade parents of the importance of prompt arrival. During the day lessons and activities start and end on time.

31. **QUALITY OF EDUCATION PROVIDED**

31. **Teaching**

22. Overall teaching is at least sound in 99 per cent of lessons; it is good or better in 62 per cent and it is very good, and occasionally excellent, in 20 per cent. Unsatisfactory teaching is rare and only one unsatisfactory lesson was seen. The quality of teaching has improved greatly since the time of the last inspection when a fifth of teaching was unsatisfactory. In both key stages teaching is sound in English, science, information technology, art, music and geography; it is good in mathematics, history, design and technology and physical education. In Key Stage 2 teaching is sound in French. The National Literacy Strategy the new National Numeracy Strategy are taught well and this promotes good progress.

23. Teaching for the under fives in the nursery classes is mostly good and it is sound in the reception class. The children in the nursery benefit from a very well structured learning environment. Learning areas for different types of activity are clearly defined. The teachers and the nursery nurses work closely together as a team and all share their ideas and expertise in planning meetings where appropriate activities are thoroughly discussed and carefully thought out. Teaching is good mainly because the team work so closely together and a good ratio of skilled adults to each group of children is maintained. Each activity is planned with precision and the nursery nurses are closely involved both in planning and assessment. Assessment of children's development is used well in the nursery to plan the next steps in learning. Work is carefully matched to the needs of all children, including those with special educational needs. The staff use good questioning strategies to assess levels of understanding and to extend thinking. Teachers and nursery nurses keep detailed notes on each child's response and daily progress. The good teaching enables the children to make good progress.
24. Teaching in Key Stage 1 is mostly good and it is very good in nearly a third of lessons. The generally good teaching promotes good progress. Classrooms are well organised for effective learning. Teachers generally have appropriate expectations of pupils' performance and behaviour. Very effective teaching for the pupils in Year 1 was seen in mathematics and was based on precise detailed planning, careful grouping of pupils according to their stages of development and the provision of appropriately challenging tasks for all. Here an excellent game involving counting and mentally calculating addition and subtraction using sets of pictures with different characteristics was especially effective in the introductory whole class session. In this lesson opportunities were seized to extend learning as, for example, when studying coins the shape of a fifty pence coin the term 'heptagon' was explored. In the very good lessons a wide range of inter-related activities are provided such that for example, a group of pupils will be working on a supermarket shopping activity with the computer whilst another group is shopping in the class grocer's whilst others are being taught specific money operations by the teacher and the support assistant.
25. Very good teaching in music was seen in Key Stage 1 where the teacher's enthusiasm heightened pupils enjoyment in learning. Here the teaching was precise and imaginative. Demonstrations of how posture can affect singing were effective and taking the piano to pieces to show how it works was fascinating. Teaching is effective where lessons are linked, as with music for example, where pupils were required to design a musical instrument for homework, collect the materials required, make their instruments in design and technology and paint them in art. Very good teaching was seen in science where pupils were challenged to find the most suitable material for a kitchen floor. Here an element of real purpose heightened interest and pupils became thoroughly engrossed in conducting 'fair tests' to determine which material would be best. Limited speaking skills hampered their ability to explain their findings accurately. Teachers' planning is generally good and the management and control of pupils is generally good. Warm relationships are a feature of effective teaching in the school as this encourages pupils to feel secure and to develop confidence. In the best lessons the learning intentions were shared with pupils and reviewed at the end of the lesson to see if the intentions had in fact been achieved. Teaching is less effective when questioning strategies do not challenge and extend pupils' thinking. This occurred in a significant number of lessons where teachers' questions required only one word answers. Where teachers used good questioning strategies and were prepared to wait patiently while pupils struggled to sort out their thoughts and their answers progress in speaking and thinking was enhanced.
26. Teaching in Key Stage 2 is mostly good and in a fifth of lessons it is very good, occasionally excellent. Examples of exemplary teaching were seen in the special educational needs support unit. Here high expectations of performance and behaviour promote very good progress. Pupils study recipes and experiment with cooking chocolate in the microwave oven. They learn from their mistakes and when the chocolate is burnt to a crisp they consider how much to turn down the power. Teachers have generally a sound knowledge and understanding of the subjects which they teach though for some their confidence in music and information technology is insecure. Teachers usually have appropriate expectations of pupils' performance. Lesson planning is mostly good and the best plans always take account of the pupils' widely varying stages of development in each class. Pupils are well managed and positive attitudes to work are promoted successfully. Lessons start on time, progress at a reasonable pace and resources are used appropriately. Teachers use the white boards with magnetic indicators and overhead transparencies well. Classrooms have signs with helpful prompts like 'Mental Skill of the

Week' and 'Mathematical Vocabulary for the Week'. Teaching is not so successful when not linked to a specific purpose. Pupils were required to calculate the equivalence of fractions for example, but no particular reason for doing so was given and the activity was not related to any real situation where this skill might be required. Teachers mark pupils' work carefully and the best marking includes details of how pupils might improve their work. High standards of presentation are maintained. Homework is set regularly and makes a good contribution to pupils' progress and attainment.

27. The teaching of pupils with special educational needs at both key stages is mostly good both in the class and in withdrawal groups and promotes at least satisfactory progress in learning. Where very good and good teaching for pupils with special educational needs was observed, the learning objectives were clear and the learning support assistant was deployed well by the class teacher. All staff are very aware of special educational needs issues and of the specific difficulties and needs of pupils, including those in the special educational needs support unit. There is good matching of tasks to individual needs and capabilities. Very good support is given by a large team of well-trained and highly-skilled special educational needs support assistants. Their effectiveness in supporting pupils and helping them to gain access the whole curriculum has improved very significantly since the last inspection. Suitable homework is set to support the work done in school by pupils with special educational needs. Individual education plans are good and set appropriate and specific targets for pupils to make progress according to their particular needs. This represents an improvement since the last inspection. Work is planned with appropriate reference to targets which form part of the pupils' individual education plans. There are very good resources for pupils with special educational needs and these are very well used to support their learning. The provision for pupils in the special educational needs unit is excellent and it is a strength of the school.
28. Pupils with English as an additional language are very well supported in classes and in groups withdrawn from class and they are helped to make very good progress. Lessons are well planned to meet the individual language needs of pupils and prepare them for work to be done in class. Planning for lessons is based on the class teachers' plans and so the teaching of English as an additional language runs in parallel with class work and pupils are helped to have full access to the same curriculum content as their peers. Teaching moves pupils' learning along at a crisp pace and makes good use of time. Good resources are provided to prepare pupils for class work, for example in literacy and numeracy in Year 3. Teachers have high expectations of pupils' achievement in developing new vocabulary, seen for example in a lesson supporting the literacy hour in Year 3. Texts studied, for example in an information-gathering exercise, are brought to life when the teacher relates the text to the pupils themselves, for instance comparing their clothes to those of the characters in the book. Specialist staff offer appropriate advice and training to their colleagues in meeting the needs of second language learners, for example in connection with the literacy strategy. Good support is given to second language learners in preparing for national tests and assessments at the end of Key Stage 2.

38. **The curriculum and assessment**

29. The curriculum is broad and the school has done well to preserve the balance with the increased emphasis on literacy and numeracy. Provision for all subjects meets statutory requirements, except for swimming at Key Stage 2. Religious education is taught according to diocesan guidelines and the Surrey Agreed Syllabus, and was the subject of a separate inspection reported on elsewhere. The act of collective worship meets statutory requirements. Policies are now in place for all subjects of the curriculum and personal and social education, including sex education and drugs awareness. Schemes of work are developing from national guidance. The quality of the schemes of work varies from satisfactory in English, mathematics, science, design technology, geography, music and under fives, to good for information technology and history and very good for physical education. The scheme of work for art is outdated and the co-ordinator has plans to replace it. Most schemes of work are effectively implemented, but information technology is in the early stages, design technology will be implemented from next January and art and physical education are not fully implemented. In art, there is a lack of three-dimensional work and no link to cultural development. There is also a lack of provision for pupils to compose their own music.

30. Teachers ensure that the tasks they set are carefully matched to the differing needs of pupils, so that all have equal access and withdrawal for extra support does not threaten their entitlement. Support for pupils from the ethnic minority achievement grant is good and is based on class teachers' planning. The curriculum for pupils with special educational needs and those in the unit meets their needs through carefully drawn-up individual education plans. Time outside the statutory curriculum is used for personal and social education, for example, 'circle time', a special time when pupils sit quietly in a circle and discuss important issues. The good curriculum is enhanced by a wide range of visits out of school to museums, study centres and places of interest connected with the topics studied. Visitors to the school are also welcomed, for example, the 'Street Level' theatre group and 'Mexicolore' presentations on Aztec culture. Pupils also have many opportunities to attend a variety of after-school clubs, including music, sports, drama, art and design technology, which are well-supported.
31. Assessment procedures are satisfactory for the under fives but unsatisfactory at Key Stages 1 and 2. Teachers do a great deal of assessment in core subjects but in most cases, it is under-developed or limited, because the procedures are fragmented and recording is not manageable. Although much assessment is carried out, recording and analysis are insufficiently rigorous to provide reliable data for use in future planning. As a result, targets set for end of key stage assessments are sometimes unrealistic and are, in fact, exceeded easily. Examination of teachers' mark-books show that practice across the school is inconsistent with great variations in quantity and quality. The lack of a whole school approach is recognised by the senior management team and is prioritised in the school development plan. The assessment, recording and reporting practice for pupils in the unit and others with special educational needs is very good.
32. The curriculum for pupils learning English as an additional language is well-planned, based closely on work planned for the rest of the pupils in the class. In this way pupils learning English as an additional language are helped to have equal access to the full curriculum. Progress in learning English as an additional language is continuously assessed and class teachers are given records of progress made after each lesson. There is a formal assessment of progress at least termly and half-termly if necessary to meet the needs of a particular pupil. The initial assessment of pupils' language needs is supported by a mother-tongue assessment as appropriate.
33. The combination of withdrawal from classes, including withdrawal of pupils into the special needs support unit in the mornings, supports pupils in having equal access with their peers to the full curriculum. Individual curriculum needs as set out in individual education plans are met well through a combination of in-class and withdrawal group teaching. No pupils are disapplied from the National Curriculum. Pupils with special educational needs have good access to the extensive extra-curricular programme offered by the school. Statutory reviews of statements of special educational need and reviews at other stages of the Code of Practice on special educational needs are carried out efficiently and there are good opportunities for pupils to be informed and involved at regular intervals. Assessment of the progress made by pupils with special educational needs is good and regular. Assessment is used well to help teachers plan their next steps in teaching.

43. **Pupils' spiritual, moral, social and cultural development**

34. The school has clearly described values and aims which provide a worthwhile and secure base for the pupils' spiritual, moral, social and cultural development. These aims are successful in creating a school which acknowledges and practises respect for the individual. The school works hard to create a Christian community which recognises the right to hold different beliefs and belong to different cultures. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils. A major contribution is the very good integration of pupils with special needs into the life of the school. This is similar to the findings in the last report except for the cultural provision for pupils. The rich cultural diversity of the pupils is not appropriately celebrated.

35. Pupils' spiritual development is suitably fostered through religious education lessons and the daily assemblies, which are of good quality. Acts of collective worship whether class, year group or whole school make a positive contribution to pupils' spiritual development. The occasions are mainly Christian and contain praise, teaching, prayers to a named deity and sustained periods of reflection. No pupil is withdrawn from the act of worship, which reflects the positive worthwhile nature of these occasions. Displays around the school emulate the Christian ethos. There is a policy describing spiritual development which contains a comprehensive list of cross curricular links. However, these were not delivered. No planned opportunities to reflect on spiritual issues across the subjects of the National Curriculum were observed. A sense of awe and wonder does occur, but it is spontaneous rather than planned. The power of a deity was remarked on by a reception pupil. On being asked what was the strong light in the sky his answer was "God". Provision for pupils' spiritual development is satisfactory.
36. Provision for moral development is good. The ethos of the school is such that pupils are very aware of the principles of right and wrong. They are encouraged to respect each other and each other's property. There is strong emphasis on good manners and appropriate behaviour. The staff are good role models for the pupils. The behaviour in the playground and at lunchtimes is friendly and courteous. A full and comprehensive behaviour policy has been devised and is rigorously implemented by the staff and headteacher. 'Circle time' is used by staff to reinforce appropriate behaviour and makes a good contribution to the moral development of pupils. Pupils are made aware of their attractive surroundings and work hard to take care of the environment. A large proportion of parents feel that the school encourages good behaviour
37. The school successfully develops the social responsibilities of the pupils and provision for social development is good. Pupils are encouraged to contribute positively to the school and the local community. They make regular contributions to charities from various fund raising activities and support local as well as national concerns. The choir is particularly successful at promoting the school in the community and has sung at Southwark Cathedral and on local radio. There are several imaginative and well attended after-school clubs. The staff give their time and expertise willingly and make a significant contribution to the life of the school. The pupils are aware of the positive impact these groups have and respond appreciatively. There are several visits planned for each year and a residential visit to the Isle of Wight is offered to Year 6. These visits enable worthwhile learning experiences to take place. Pupils in Year 6 have a range of responsibilities which they undertake willingly and which contribute successfully to the smooth running of the school.
38. Provision for the cultural development of the pupils is satisfactory. The school enjoys visits from theatre groups, poets, artists and musicians including Latin American input from Mexico. Western culture is celebrated and pupils visit the National Gallery and several museums and local historic buildings. These trips, made in connection with class work, contribute positively to pupils' social and cultural development. However, few visits or visitors reflect other cultures. The school library has an adequate selection of books on music and art and ballet. There is no overt celebration of poets or authors, architects or sculptors. There are very few books on other religions and languages.
39. The school ensures that pupils with special educational needs, including those in the special needs support unit, take a full part in the school's activities and have appropriate opportunities to take responsibility. The school actively and very successfully promotes acceptance of special educational needs and disabilities, particularly through the integration of pupils with special educational needs into mainstream classes and all school activities.
49. **Support, guidance and pupils' welfare**
40. The school is concerned for the welfare of all pupils, and provides a secure, welcoming and stimulating environment. The headteacher and staff work hard to give equal opportunities to all pupils, and to offer effective guidance so that pupils can make good progress socially and educationally. Pupils with special educational needs, and who speak English as an additional language, are very well supported.

41. Pupils' test results, and their personal development, are well recorded. Information on pupils' educational strengths and weaknesses is not yet used consistently enough to plan the next steps in learning, or to give sufficient detail in reports to parents. As yet there are no arrangements for pupils to build up portfolios of their work, for example in Records of Achievement. Pupils are now asked to think about and evaluate their own behaviour, for example in cases of bullying, but this constructive approach does not yet extend to consistent self-assessment of their school work. The school has good plans to involve pupils in more self-evaluation and target setting. Pupils are working towards appropriate learning targets which teachers have set. Some teachers set a high standard of formative marking, with comments to help pupils improve their work.
42. Attendance and punctuality are monitored efficiently. Registers are marked swiftly at the start of morning and afternoon sessions. The absence codes used in most registers help staff to monitor the causes of non-attendance. Lateness is particularly well recorded. The headteacher contacts parents immediately if she has a concern about a pupil's absence or repeated lateness. The improvement in attendance since the last inspection, and recent reduction in lateness, point to the effectiveness of monitoring. Names in registers are in gender blocks. This is inappropriate because a few teachers sometimes pit boys against girls. In the successful quest for good behaviour, staff praise pupils for being polite, helpful and considerate, and emphasise self-discipline.
43. The carefully planned programme of personal, social and health education places strong emphasis on personal safety and how to handle emergencies, and is a good basis for the introduction of citizenship education from 2000. Staff have benefited from recent training in drugs and alcohol awareness.
44. Staff are knowledgeable about child protection issues. Immediate logging of reports of suspected abuse helps the school to promote pupils' welfare and participate effectively in discussions with other agencies. The degree of support from other professionals varies in line with staffing shortages. A new education welfare officer is working with the school to monitor attendance, after a spell with no one in post. Support from social and health services is good when staffing levels are sufficient. The school secretary is trained in first aid. There is no medical room, and so sick children often have to sit in the busy area by the office. This is not ideal. Pupils in Year 6 have been responsible for logging incidents and accidents at lunchtime. They do this willingly, but the practice places too much responsibility on them. The inspection confirms the view of a few parents who feel that too much responsibility is placed on Year 6 pupils.
45. Pupils are well prepared for transition to secondary schools. The induction programme was praised at the time of the previous inspection, and is still effective.
46. The school gives good attention to pupils' safety and security. Fire practices are held more than twice a term, and a fire risk audit has been carried out. The building and grounds are very clean and attractive, and make a valuable contribution to pupils' real sense of pride in their school.
47. The identification and monitoring of pupils with special educational needs is very effective and contributes well to the very good progress they make. There is very good involvement with external agencies, such as the educational psychologist, the physiotherapist and speech therapist and they give very good support to pupils. In many instances individual education plans include appropriate behavioural as well as learning targets.

57. Partnership with parents and the community

48. The school is trying hard to involve more parents as partners in their children's education. At present there are both strengths and weaknesses in the partnership with parents. Meetings about the curriculum, for example "Jolly Phonics" meetings for parents of reception and Year 1 children, have been poorly supported. About two thirds of parents have not yet contributed the £27 per child they are asked to contribute voluntarily towards building maintenance, and about one third have not signed home-school

agreements. Attendance is improving at the twice-termly consultation meetings between teachers and parents, and now often more than three quarters of parents come along. Parents who help regularly in school are very well advised by teachers, and their deployment helps pupils to develop new skills, for example making collages in art to show Joseph's dreams, playing the recorder, and swimming. The booklet for new nursery pupils is for parent and child to complete together, and is a good link between school and home. In the main school, pupils' homework books are potentially a strong link between home and school but are yet being used to full effect.

49. Written reports for parents give helpful information about pupils' personal and social development, but comments on educational progress are not precise enough. Targets for future learning are sometimes too general, for example to "read regularly". The weaker aspects of reports are linked to the insufficient use of assessment data to plan learning activities and track the progress of individual pupils.
50. Parents have some reservations about the information they receive on their child's progress, and the inspection confirms their concerns. A few parents feel they have insufficient knowledge of the curriculum. In the past they have been sent a summary of work done over the preceding year, but lacked information on work in the current year. The school now sends all parents a curriculum outline at the start of the school year, and thus has responded rapidly to parents' views. A small minority of parents felt complaints were not always well handled. Inspectors did not find evidence to support this view. There are good procedures for recording and following up parents' concerns and complaints.
51. The prospectus and governors' annual report for parents meet legal requirements but are dull. The governors are taking steps to make information about the school more user-friendly, and the parent teachers association are planning a newsletter. The friends of the school association, praised in the previous inspection, continues to give strong support and in the past year has donated the large sums of £2,500 for playground equipment and £400 for the travel fund which contributes to the cost of school trips.
52. Links with the community are good. Partnership with St Matthew's Church remains strong. The police and emergency services make useful contributions to the personal, social and health education programme. There is scope to create more links with people and organisations which could expand pupils' appreciation of the culturally diverse society in which they live. Theatre and music groups help to enrich the curriculum for all pupils, as do the wide range of educational visits, for example to Westminster Abbey, several museums, the National Gallery, a Roman villa, wetlands, common land, and a reservoir. Visits extend the curriculum particularly in history, geography, science, RE, art and music. Pupils in Year 2 gained an understanding of newspaper production through participating in a competition organised by a national newspaper. A bank and a large airport company have both given the school more than £1,000 for resources, and a building firm has supplied three much-needed computers.
53. Parents of pupils with special educational needs are well informed about pupils' progress, through annual and individual education plan reviews. Many are closely involved with the school in meeting their children's needs. They see individual education plans and have a copy of them if they so wish. The special needs support unit has appropriate links with hospital schools.

63. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

54. The leadership and management of the school are sound. The headteacher and her deputy work in close association to give positive direction to the work of the school. An ethos which is rooted in a commitment to improve standards has been established. Governors are supportive and several are regular visitors to classrooms which gives them a good insight into the workings of the school and helps them to make informed decisions. Governors are not all closely involved in preparing the school

development plan but they are very aware of budgetary issues and have been successful in ensuring that the school's expenditure remains within budgetary limits. The governing body's procedures for monitoring and evaluating the curriculum in order to identify weaknesses and make improvements are under-developed. Their general overview is secure and governors analyse data from National Curriculum tests, for example, and have established that standards are rising. They gain a good impression of the issues affecting the school via the very informative headteacher's reports and by the presentations made to the board by curriculum co-ordinators. Governors are not closely involved in the annual review of the school development plan and are not, therefore, able to gain an insight into how successful the previous plan has been and in consequence which initiatives need to be considered as priorities in subsequent plans. This restricts the governing body's ability to formulate long-term strategic plans for curriculum development. Many parents stated that they did not know who the school governors were. The governors and headteacher have established a very effective policy and approach for special educational needs and this makes a positive contribution to the very good progress which pupils make. Of particular value is the policy which promotes the integration of pupils with special educational needs with their peers in the mainstream classes. There is a governor with a particular responsibility for special educational needs, but her involvement in the work of the school is limited. The governor who supports the development of physical education is closely involved with the school and has helped to create the policy and planning framework for the subject. The special educational needs work permeates the whole organisation and working practices of the school. The good support offered by outside agencies is well managed by the school and used to the full benefit of pupils. Excellent support is given by the headteacher and senior management team to the work of the English language staff who support pupils with English as an additional language. They are fully committed to equality of opportunity for all pupils, regardless of ethnicity or gender. There are good policies for equal opportunities and for pupils who have English as an additional language and there are known and followed by all. Across the school pupils in each class have full access to the curriculum.

55. The school's aims are clearly set out in its prospectus and its aims underpin the initiatives outlined in the annual development plan and it has been successful in achieving its aims. There is one area of weakness. The school achieves its aim of 'monitoring assessing and evaluating every child's performance' but it does not as yet use the information gained from assessment to plan the next stages in learning. Appropriate committees have been established to assist the running of the school and meetings are properly minuted. Governors have ensured that the school complies with statutory requirements.
56. The support and monitoring of curriculum development are satisfactory. Curriculum co-ordinators generally have good knowledge and understanding of the particular areas of the curriculum for which they are responsible and are effective in promoting and developing the curriculum. The English co-ordinators, together with the headteacher have, for example, monitored and evaluated the introduction of the National Literacy Strategy by observing and commenting upon literacy hour lessons in every class. Several subject co-ordinators have monitored and evaluated the teaching of lessons in their subjects across the school and have provided helpful advice to teachers but this does happen in all subjects. The process of self-evaluation is part of the school's ethos. The school is committed to evaluating the quality of education which it provides and is regularly seeking ways in which standards can be further improved
57. The school has developed a wide ranging set of agreed policies which provide good reference points to guide teachers' work. The school development plan is effective in guiding short-term strategic planning and in ensuring that resources are directed to the areas identified as priorities. The main priorities are relevant to the needs of the pupils and are aimed at improving the quality of education provided. The plan includes careful costings and deadlines for completion of specific tasks though criteria against which the school can measure its degree of success in reaching its targets are not always described precisely. One criterion identified as an indicator of success, for example, is the improved questioning of children and another is 'improved higher ordering questioning skills by teachers' but there is no detailed reference to indicate exactly how this will be achieved.
58. The three key issues raised in the last inspection report have been addressed by the governing body but there is one issue which has not been fully resolved. Standards of achievement have been improved. The roles and responsibilities of those responsible for monitoring the effectiveness of the school's

provision have been clarified and success criteria are now built into the school development plan. The key issue which remains unresolved concerns the link between assessments of pupils' progress and plans to ensure that pupils' work is routinely matched to their particular learning needs. Assessments of pupils' attainment and progress are still not used effectively to match work to the specific learning requirements of pupils. The effectiveness of the school's leadership and management has been maintained. The school has developed a stability and an assuredness about how to make further improvements which indicates that it is well placed to maintain and further improve the standards which it promotes.

68. **Staffing, accommodation and learning resources**

59. There is a good balance of experience among the teaching staff, all of whom have been trained for primary education. There is a wide range of subject expertise which enables the school to satisfactorily match the demands of the curriculum. At present, French is taught by a part-time teacher and music is taught in some classes by a specialist. Pupils with special educational needs receive very good support through the organisation of joint co-ordinators for special educational needs. They in turn receive very good support from well-qualified, hard-working support staff who provide invaluable assistance in mainstream classes as well as in the special support unit. The administrative staff, all who have joined the school during this year, give invaluable assistance to the headteacher and staff. They perform a range of duties which enable the school to function efficiently on a day-to-day basis.
60. The school provides satisfactory arrangements for the induction, appraisal and development of staff, which enables all staff to play an effective part in the running of the school. All newly appointed teachers have the advantage of support from a colleague with in the same year group with whom they plan. Newly qualified teachers have the further advantage of a half-day release time each week and a planned programme of courses and meetings. A wide range of courses is attended by the majority of staff. These include invaluable introduction to office routines as well as helpful updates on the latest software for the administrative staff. Other courses are mainly based on the planned targets of the school development plan which affect the majority of the teaching staff. Appraisal is based on annual personal development discussions between the headteacher and the teaching staff. Job descriptions are adjusted and targets are mutually agreed upon for the development of both teacher and their area of responsibility.
61. The accommodation provided has developed in three separate phases over the years, to provided a pleasing amalgam of styles of architecture and facilities. Covered walkways enable travel between the buildings to be accomplished without being affected too adversely by wet weather. Classrooms are well proportioned to enable classes to work in groups or individually. A rolling programme of re-decoration and refurbishment has ensured that the school working environment is very pleasant for pupils and staff. The programme did not take place this year, for budgetary reasons. The hall is of an adequate size for assemblies and physical education lessons, with a good storage space and useful changing rooms. The invaluable separate dining room is well-placed and adaptable to increase the size of the hall on special occasions. The efforts of the caretaker and cleaners keep the accommodation very clean, presentable and welcoming. The good accommodation is greatly enhanced by the standard of the outdoor facilities. The flat surfaces of the playing field and playgrounds provide ample space for play-time activities and physical education lessons and clubs. Pupils are provided with several areas around the playground where they can play or talk safely. These have been improved recently through the construction of pergolas by the caretaker to provide shade for seating areas, with a covering of an interesting variety of climbing plants. The caretaker's skills have also been used to provide a covered sand-area for the very useful nursery outdoor play area, imaginative play boards and a post office. Funds for materials and for the provision of exciting trim-trails have been provided by sponsors and the parent teachers association.
62. Resources for the range of subjects across the curriculum are mostly adequate. Resources for information technology are inadequate and are barely adequate to support teaching and learning in science. Ample books and materials for the introduction of the National Literacy and Numeracy Strategies have been provided, with further resources planned to be purchased for practical mathematics activities. The

library has a small stock of non-fiction books supplemented by topic collections. Resources for special educational needs and pupils with English as an additional language are good. Physical education equipment for games is in plentiful supply and large apparatus in the hall is very suitable for Key Stage 2 gymnastics, but not suitable for Key Stage 1. Teachers are resourceful in obtaining items of interest for history topics. Resources for multicultural education, especially musical instruments and recorded music are not adequate. The school provides a wide range of visits to places of interests such as museums of study centres to greatly enrich the curriculum provided for the pupils.

63. The staff working with pupils who have English as an additional language are well qualified and experienced. Throughout the school staff are well aware of the needs of pupils with special educational needs. There are very good numbers of highly trained and skilled support staff and they are very effective in meeting the needs of pupils with special educational needs. Access to all accommodation is good for all pupils, including those with physical and sensory impairment. Resources for pupils with special educational needs, including resources for information technology in the special needs support unit, are very good and these are well used to support pupils' learning and help them make progress.

73. **The efficiency of the school**

64. The finances of the school are managed satisfactorily by the headteacher, staff and the governing body. All educational developments are supported by careful financial planning with the school development plan providing a clear overview of budget prioritisation, planning and evaluation. All recommendations from a recent auditor's report have been addressed and the necessary adjustments made, apart from one item on separation of responsibility. The effectiveness of spending decisions on standards in the school is carefully monitored by the finance and management committee on behalf of the governing body. The committee make their decisions using precise, up-to-date information from the bursar, thanks to competent use of computerised accountancy system. The budget forecast for the next financial year is under discussion with the local education authority, as are those of other schools in the area. If financial help in the form of increased funding is not made available, the governing body have contingency plans to avoid a deficit budget.
65. Resources are generally used well though the library is under-used. The school's good use of staff, accommodation and resources is carefully monitored by the governing body through a useful committee system which is kept fully informed by headteacher and staff. Governors are fully involved in short-listing, interviews and appointment of staff. They monitor effectiveness of budgeting decisions through reports from the headteacher and bursar. The headteacher and co-ordinators report to the governing body on their evaluation of the outcomes of the school development plan. The enhancement of the play areas around the school has been accomplished through sponsorship deals in the locality, help from the PTA and the excellent workmanship of the caretaker. The successful introduction of the literacy and numeracy strategies has been accomplished through the strategic use of grants and school common fund. Purchase of resources are firmly based on the school development plan and tightly controlled. Local education authority grants for special educational needs, including the special support unit, and for pupils with English as an additional language, are very carefully utilised. Resources for science are not well organised. Specific resources for pupils learning English as an additional language are enriched by provision from the English language service of the local education authority. They are efficiently used to support pupils' learning. The funding for pupils with special educational needs, including those in the special needs support unit, is very well used to support their learning. They provide very good support for the pupils from well-qualified and dedicated teachers and support staff.
66. The efficiency of financial control and school administration is very good. Day-to-day procedures are managed very efficiently by the headteacher, office bursar and office staff. The bursar, senior office assistant and office assistant have all started employment this year. They have quickly built up a level of competence in their respective areas and provide invaluable support to the headteacher and staff. There are good systems to ensure that routines such as the placing of orders or paying for goods are smoothly carried out. The school follows the local education authority guidelines, which clearly sets out the allocations of responsibilities and fully describes the financial systems and procedures. The information

technology software is fully understood and used well to provide the headteacher and governing body with immediately available information on any aspect of the school's financial position through the bursar's financial monitoring statement

67. When taking into account the satisfactory attainment and the good progress being made by the pupils; the very good progress made by pupils with special educational needs; the significant proportion of good and very good quality teaching; the very good relationships and good behaviour and attitudes in the school; the very good standards of financial control and school administration; and the broadly average income per pupil; the school is judged to provide good value for money.

77. PART B: CURRICULUM AREAS AND SUBJECTS

77. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

68. Eighty children attend the nursery unit on a part-time basis. Children are admitted into the nursery four terms before moving to the reception class. They are admitted into the reception class at the beginning of the term in which they are five. There are twenty children in the reception class, five of whom were still under five at the time of the inspection.
69. The educational provision for children under five is good. On entry to the school achievements are in line with expectations of children of a similar age. Children are initially assessed using the Surrey nursery baseline assessment and re assessed on entry into the reception class using the Surrey schools baseline assessment scheme. Recent results show improvement in attainment at the beginning of reception indicating good progress in the nursery. This is largely due to the good teaching the children receive based on detailed curriculum planning. A broad and balanced curriculum is taught, which imaginatively covers the six desirable learning outcomes recommended in national guidance. The good progress and provision identified in the last report has been maintained. There is satisfactory liaison with the reception teacher and efforts are made to teach the same curriculum to the older nursery children and children in the reception class, so ensuring good continuity in children's learning. This constitutes improvement since the last inspection when insufficient liaison was reported.
70. By the age of five most children achieve the levels recommended nationally in all aspects of education for the under fives. However, some children have under-developed language skills. Attainment in mathematics and physical development is above average. The children make satisfactory progress in creative development and language and literacy skills. They make good progress in physical development, personal and social development, mathematics and knowledge and understanding of the world. There is no significant difference in the progress of children from different backgrounds or different genders. Children with special educational needs make good progress.

Personal and social development

71. Children enter school with social and personal skills which are in line with expectations for their age. They come to school happily and interact well with other children. Restricted language skills hamper some children's ability to relate to others successfully but most make good progress and adjust to the routines of school. Children organise themselves well, behave appropriately in the classroom and play amicably. Children are learning to work independently and organise their time and resources effectively. The older children are able to undress and dress themselves for physical education lessons. By the age of five the children have developed appropriate skills and meet the desirable outcomes specified in national guidance.
72. Provision in the nursery for children's personal and social development is very good and the teaching is good. The development of independence and a positive attitude to learning are constantly reinforced. Teachers in the nursery and reception class work hard to instil the classroom routines firmly but kindly. They are consistent in their expectations. They know the children well and provide situations for the appropriate development of each child.

Language and literacy

73. Children attain language and literacy skills in line with national expectations by the age of five. They are especially good at listening and follow instructions correctly. A significant minority display poor language skills. This is seen in poorly developed language or mispronounced words. The children appreciate hearing stories and have accurate recall of stories read to them. Some are confident speakers using a wide vocabulary range and appropriate expression. This was demonstrated when children brought their bikes in for a road worthiness test and the "mechanic" conducted a good dialogue, asking questions and noting areas to be repaired. This ability to enter effectively into a role play situation helped less articulate classmates to develop their language skills. When discussing books with an adult the children talk about the pictures with confidence, showing good observational skills. All the

reception children have experience of word recognition and some confidently read selected words printed on cards. They also recognise certain letters and letter blends from a printed page. The higher attaining pupils read words in isolation from a book but success in individual reading is hampered by the lack of appropriate early reading books. Good use is made of a weekend homework letter book which concentrates on the shape and sound of a letter. The older nursery children and the reception children have certain tasks to complete at home which relate to the letter. This creates an effective dialogue between parents and the teacher and a good link between the older nursery children and the reception class. Children recognise their own name and some can write it. They know a wide range of nursery rhymes and jingles.

74. The teaching of language and literacy skills is satisfactory in both the reception class and the nursery classes with good teaching in the nursery. Considerable attention is given to the development of language skills. The teachers introduce and explain new words effectively. Staff work hard to promote new vocabulary situations and there are good role play opportunities created. Reading-related opportunities are provided including group story reading and discussion. There is little encouragement for children to listen to story tapes, to read individually, browse through books or act out stories as early drama experiences. The National Literacy Strategy has been successfully implemented in the reception class.

84. **Mathematics**

75. Children's attainment in mathematics is likely to exceed national expectations by the time they are five years old. Most of the older pupils are developing a good sense of simple numbers in a number line in which they include zero. The children correctly match the correct number of objects to a number symbol. Good progress was seen when one group estimated which was the heavier object by hand and tested their estimation with the scales. They used the vocabulary of "heavier", "lighter" and "same as" correctly. They balanced the scales accurately using an object on one side and blocks on the other. Pupils use the computer well to link with number games. All children enjoy singing number rhymes and most participate knowledgeably in singing counting songs. The National Numeracy Strategy has made an effective impact on attainment in the reception class and these pupils correctly count numbers to ten forwards and backwards. They accurately create patterns and sequences using coloured blocks which they can draw and record on paper.
76. The teaching of mathematics in the nursery is good. Much of the provision consists of sorting and matching activities, group games, counting aloud and singing songs which include numbers and counting. The teachers create varied activities and link numeracy with other activities to reinforce learning. This was demonstrated when the children had to choose a musical instrument with a number on it and identify the number chosen. There are attractive number displays in the room. Satisfactory teaching in reception builds on the good start the children have gained in the nursery.

86. **Knowledge and understanding of the world**

77. On entry to the nursery, most children have good knowledge of their immediate environment. They describe their homes giving details such as the colour of the front door and what is in their bedroom. They talk about their route to school and their walk to the travel agents giving estimation of "long" or "short" walks. They use directions such as "around the corner" or "along the road". They are aware of routes and can follow given directions in the playground. They talk about their families identifying older or younger siblings. The children show good understanding of computers, being able to name the monitor and keyboard accurately. They manipulate the mouse correctly in order to move the arrow on the screen in specific directions. They know to click the mouse appropriately to achieve a desired result. This was demonstrated when using a numeracy program to match number symbols with objects. The children show good observational skills. Good progress was seen during an experiment with ice when one child described how ice looked and felt and then related it to an igloo.
78. Good quality teaching which makes effective use of the local area, projects within the classroom, first hand experience and imaginative play all help children to progress well in this area. Challenging questions enable children to look and think hard about their surroundings. Pupils in reception were encouraged to consider forms of light and identify everyday objects which provide light. They could sort

objects into those which emit light and those which do not. Good questioning helps build their knowledge of the world.

Creative and aesthetic development

79. The children learn to recognise and name colours accurately. Most children choose appropriate colours for a drawing, but a minority choose randomly. Many colour in shapes neatly. The children use large paper and big brushes as well as smaller paper using crayons and create a more detailed picture. They handle a paint brush well and use scissors effectively and safely. They choose glue or staples appropriately for specific tasks. An example of this was seen when the children were making glasses. They realised that the cellophane stuck better to the paper if glue was used, but that staples were better for joining the strip for the head as glue could get in their hair. They are aware of the need for protective clothing. The children enjoy playing percussion instruments, producing different sounds by playing them in different ways. They know to start and stop playing at appropriate times so making an effective accompaniment to a song.
80. The teaching of creative development is satisfactory. Teachers successfully organise opportunities for children to experiment with colour. They plan thoroughly and ensure that several skills are incorporated in one task. There is a good emphasis on music and several opportunities are created for playing instruments and singing. The children particularly enjoy singing "Head, shoulders, knees and toes" omitting key words appropriately. Songs are often accompanied by dramatic actions so reinforcing language. However, teachers do not always encourage children to sing as energetically as they can.

Physical development

81. Several opportunities are provided for children to develop dexterity. They handle small objects accurately in construction and play activities. They use pencils and crayons with varying degrees of success. The children develop an awareness of their body movements in physical education lessons and are aware of which movements their bodies can make. They experiment with ways to transfer weight from one body part to another. They respond to stimuli with appropriate movements and all children can move at different speeds when asked. They are confident at using large spaces. They develop the skills of judging speed and space effectively when riding the large bicycles. They reverse their vehicles accurately and use the large play area well for developing physical skills.
82. The teaching of physical development is good. This is because teachers create stimulating activities for the children. Clear instructions are given and there is correct attention given to safety. The practical use of the hall for the older nursery children creates an opportunity to experience the larger school environment and encourages good progress. This is seen in the ability of the children to adjust to the larger space with imaginative and appropriate movements. The secure and attractive outdoor area greatly enhances the learning opportunities in this area of the curriculum. It provides large climbing apparatus and space for energetic activities such as batting and kicking balls. Most of the children hit a tennis ball with accuracy and verve.
83. Clear planning systems are followed in the nursery and the reception classes ensuring a balanced and challenging curriculum for the children. Great care is given to ensuring that all children progress at a steady pace. The assessment of children is very detailed and is used effectively especially when children move to the reception class. This demonstrates improvement since the last inspection. Children with special educational needs are fully integrated into group activities and there is good provision for these children.
84. The nursery nurses are very involved in the daily planning and provide competent support for the children. The strong sense of teamwork in the nursery creates a calm but effective environment. The accommodation is attractive with inter-connecting classrooms, quiet rooms and a wet activity room. This is thoughtfully used, allowing quiet areas for listening and specific areas for imaginative play. A secure area outside for the use of large equipment means that the whole accommodation enables a variety of challenging activities to take place. Colourful and stimulating displays of children's work create a good learning environment. The resources are sufficient and in good condition. They are used

well. The nursery staff work hard at informing parents about the progress of their children. They hold termly opportunities for parents to visit the nursery which are thoughtfully planned combining encouraging informality within a professional context. As the children transfer to the reception class a report is sent outlining their progress through the nursery. The parents of children with special educational needs are kept informed of their children's progress and are appropriately consulted if extra support is required. Parents are welcomed into the school informally at the beginning and end of each session. The nursery team make good initial ambassadors for the school.

94. ENGLISH, MATHEMATICS AND SCIENCE

94. English

85. By the end of both key stages standards are broadly in line with national expectations of seven and eleven year olds. These inspection findings concur with the results of National Curriculum tests. The school's overall performance in the National Curriculum tests for eleven year olds in 1999 was average when compared with all schools and well above average when compared with similar schools. In the National Curriculum tests for seven year olds, the school's overall performance was average in reading when compared with all schools and above average when compared with similar schools; in writing results were below average when compared with all schools but average when compared with similar schools. Standards of attainment have risen slowly since the previous inspection. There are indications that girls' attainment is better than boys' in the tests. The percentage of pupils attaining at higher levels is below the national average.
86. Listening skills are very well developed and pupils demonstrate their good listening in the answers they give to their teachers' questions. When given the opportunity, pupils speak clearly, confidently and generally grammatically, with some prior higher attainers being very articulate. There are, however, very few opportunities for pupils to discuss their work or to extend one-word answers. Consequently, their speaking skills are below average at both key stages.
87. Standards in reading are in line with the national average at both key stages, with a few examples of much better performance at Key Stage 2. At Key Stage 1, higher attainers read fluently and expressively with good understanding. They have little difficulty sounding out unfamiliar words and most read a familiar text along with their class teacher. Some pupils with lower prior attainment lack sufficient knowledge of the sounds of the letters they read and confidence in using phonic blends like 'sw' or 'ch'. At Key Stage 2, many read fluently and accurately with a good understanding of the text. They recognise the errors they make and correct themselves. Some explain the plot well and comment well on characters and themes. There are some very good readers in Year 4. Across the school, however, many pupils have a very restricted repertoire of words which they recognise easily and make little use of clues in pictures or the context of the story. Some pupils with lower prior attainment cannot retell stories they have heard or read and do not make sensible predictions about what might happen next. Few pupils are able to discuss books and authors. Most have a good theoretical knowledge of library and research skills, although very few know how non-fiction books in the library are arranged and classified.
88. Standards in writing are in line with the national average at both key stages, and the standard of handwriting and presentation is a strength of the school. At Key Stage 1, pupils' handwriting is mostly joined up with letters of the same size and spaced accurately. Pupils understand that sentences need to make sense, beginning with capitals and ending with full stops. They know that labels are important and that they give both information and instruction. They make reasonable attempts at spelling simple words and, at the end of the key stage, this basic vocabulary is generally spelt correctly. Occasionally, pupils complete their spelling sheets incorrectly because they have just filled the gaps without understanding the sentence. There are very few examples of extended or creative writing in Key Stage 1. At Key Stage 2, pupils understand that there are many spelling strategies and they make decisions about which words are easy or difficult to remember. They use dictionaries confidently and competently to establish the meanings of words. The majority spell basic words correctly and use punctuation and grammar accurately. They understand how prose, poetry and play scripts differ and justify their choice of words, for example, that they 'make a picture in your head.' Handwriting for all abilities is fluent, joined-up and consistent and work is very well-presented. In a homework session, pupils are able to follow instructions and copy correctly from the board. Pupils in the special educational needs unit work out the answers to riddles and write them for others. Bilingual pupils are supported well and are not disadvantaged in language work.
89. At the end of the key stage, although some complete exercises correctly, they do not all explain orally the difference between prefixes and suffixes. There are few examples of extended creative writing in

English and the vocabulary pupils use is unadventurous and predictable.

90. The literacy hour is having a positive effect on standards and the additional literacy strategy, new since September, is also helping to raise levels of achievement among pupils with prior lower attainment. Pupils enjoy the books they read during the literacy hour and most talk well about characters and themes. They are encouraged to use their literacy skills in all subjects of the curriculum and are developing a satisfactory vocabulary in their work in mathematics, science, design and information technology, history and religious education. Some of their more extended writing in history is of a good standard and their reflective writing in religious education is very thoughtful.
91. Pupils make satisfactory progress overall at both key stages, although progress is inhibited by a lack of opportunities for discussion and encouragement in reading for pleasure. Progress in reading and writing is not consistent. At Key Stage 2, progress is occasionally good or very good and this is linked directly to the quality of teaching. At Key Stage 1, pupils make good gains in their knowledge and understanding of reading with expression and increasing strategies for tackling unfamiliar words. There are times when they gain increased confidence in speaking and listening in the occasional lesson which focuses on this skill because of sound teaching. Generally, however, there is no programme of teaching designed to develop pupils' speaking skills systematically. Pupils' progress in developing reading and writing skills is erratic; in some classes it is taught more systematically than in others and this is reflected in variations in rates of progress. Pupils with prior lower attainment increase their knowledge and understanding of the relevance of reading by studying labels as a means of gaining information and they study posters and leaflets which give instructions. These lower attaining pupils are given good support from classroom assistants which helps them to make good progress. Pupils with special educational needs make good gains in spelling three and four letter words, using the sounds they know. There is no significant difference in the progress made by boys and girls. At Key Stage 2, pupils often make very good progress in understanding how non-fiction books are organised and in the development of their knowledge of new words and how to spell them. There is satisfactory progress in the knowledge and understanding of nonsense poems because of clear instructions. Most make satisfactory gains in how the correct use of grammar renders narrative clear and in explaining technical terms associated with information books, for example, contents, index, glossary. Most make very good progress in understanding the shades of meaning in different synonyms and know that some are more appropriate than others. In a homework session, pupils make sound progress in preparing homework tasks on making a thesaurus. Pupils with prior lower attainment and those with special educational needs improve their handwriting skills by copying out poems and make good gains in their knowledge and understanding of narrative because of very good support. They make excellent progress in their understanding of how a sequence of instructions in a recipe works, and very good progress in the skills of sequencing. There are, however, some occasions when the message of the literacy hour that 'books are fun' is negated, because the guided reading group spend all their time looking at punctuation and parts of speech. Sometimes, in some classes, progress is limited because the tasks set are too demanding for pupils with prior lower attainment.
92. Pupils enjoy their work in English and have positive attitudes to reading. They like the stories they read and have read to them. They are well-behaved, and listen very carefully to their teachers. They are generally anxious to answer questions and are quite eager to talk to teachers, when given the opportunity. Very occasionally, at Key Stage 1, pupils are fussy when moving from the carpet to the tables. Sometimes, younger children still call out and interrupt, and time is wasted. Pupils at Key Stage 2 take a keen interest in their work, and are proud of the play which they wrote, performed, recorded and photographed. They work well together in pairs and small groups. They generally move quietly to their activities and settle to work quickly. They concentrate hard, persevering even though they find the task very challenging. Very occasionally there is an element of unsatisfactory behaviour shown by a small minority of pupils. Not all take sufficient pride in the presentation of their work and there is the occasional misuse of resources, for example, pupils throwing books onto tables. In these few lessons, the constant chatter is not always related to the topic and many are easily distracted.
93. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In both key stages there are examples of very good teaching. The joint planning between teachers in year groups ensures all children have similar experiences. Teachers' good knowledge and understanding enables them to make

clear explanations and they make good use of praise and encouragement to raise pupils' self-esteem and build confidence. They set time targets to sustain pupils' interest and effort and make good links with other subjects of the curriculum, for example, science. Their expectations of what the pupils will know, do and understand are appropriately matched to differing abilities in general and they make good use of review sessions at the end of lessons to check new learning and consider the amount of progress made. Sometimes, however, extension work is not sufficiently challenging for pupils of higher prior attainment. Teachers do not give sufficient opportunities for pupils to discuss their work or to expand their answers from single words or phrases. The teaching of reading lacks sufficient rigour to enable pupils to make appropriate progress and teachers do not hear individual pupils read regularly. Reading records have little evaluative comment and few teachers suggest more complex or challenging texts for pupils.

94. The policy document has been revised and suitable provision has been made for pupils to practise their extended writing. There is, however, no policy or scheme of work for speaking and listening, and this has a detrimental impact on standards of attainment and progress. The scheme of work is in process of revision to take account of the literacy hour and most lessons are currently based on the National Literacy Framework. The use of information technology was a focus of attention last year and this is now developing well across the school, although there is very little desk-top publishing. The school development plan prioritises an increased emphasis on the use of the library and the associated skills. A volunteer helper provides 'booster' classes for Year 6 and pupils with prior lower attainment are supported with the additional literacy strategy. The curriculum is enhanced by drama clubs for Key Stage 2 which are very well-supported. There are annual book fairs and the school welcomes visits from theatre groups but visiting authors have not yet been invited into the school to work with pupils. Following the previous inspection, the whole school did writing assessments which were then moderated, but insufficient use has been made of the resulting data. The new school portfolio has been externally trialled and moderated to provide benchmarks for teachers to assess attainment and progress, but the link between the data obtained and future planning is unclear. Some quality texts are used in guided reading to encourage cultural awareness, but there is little emphasis on non-white, non-European texts. The co-ordinators have a satisfactory understanding of their role which, however, is only developed in terms of monitoring and evaluating provision and practice by virtue of their membership of the senior management team. There are few opportunities for them to go into English lessons to work alongside and support colleagues. The governing body has appointed literacy governors who have attended training, and they monitor provision when governors are given presentations from co-ordinators, through the headteacher's reports and through their own visits to classrooms. Although the library is used effectively by pupils exchanging books and browsing, the school is aware of the lack of teaching of library skills and that books corners in classrooms are not always sufficiently inviting. There are very good resources for the literacy hour, but library and classroom collections are only adequate with a lack of pre-twentieth century, classic and multicultural literature.
95. Since the previous inspection, the quality of teaching has improved, especially at Key Stage 2 and so has the use of information technology. The criticisms concerning provision for reading and writing, the lack of time for drama, the inconsistency of day-to-day assessment and the lack of opportunities for the co-ordinators to exercise their management function of monitoring and evaluation still stand.

105. Mathematics

96. Attainment by the end of both key stages exceeds national expectations for seven and eleven year olds, which is a good improvement over the last inspection when pupils' performance in Key Stage 1 was in-line with national expectations and in Key Stage 2 below. Standards fluctuate each year because of the varying proportions of higher and lower attaining pupils in each year group. Inspection findings reflect the most recent test results. In the National Curriculum tests for seven year olds test in 1999, the school's overall performance was above average when compared with all schools and well above average when compared with similar schools. Whilst the proportion of pupils who attained the national target of Level 2 was below average, the proportion of pupils, over a quarter, who attained the higher Level 3 standard was above average. In the National Curriculum tests for eleven year olds in 1999, the school's overall performance was above average when compared with all schools and well above average when compared with similar schools.

97. Although there has been fluctuation in standards since the last inspection, the general trend has been one of improvement. The school benefited from an early start to the methods and strategies of the National Numeracy Strategy due to the co-ordinator's attendance on a university course. This not only improved the knowledge and expertise for the individual, which has been recognised in her designation as a lead co-ordinator in the local education authority, but also resulted in advanced information being made available for the school. This insight into the demands of the National Numeracy Strategy has enabled the school to put planning and working practices into place nearly a year in advance of the compulsory introduction of the Strategy. Particular emphasis has been placed on mental mathematics, but through careful monitoring of teaching and learning through direct classroom observations by the co-ordinator and the headteacher, improvements have been initiated in both areas.
98. By the end of Key Stage 1, pupils are in line with the average standard in using and applying mathematics and above average in number and shape, space and measuring. The majority are beginning to use mathematical language with confidence when discussing their work, but only the pupils of higher ability choose the appropriate operations to solve problems. Most pupils can count in 2s and 10s and divide objects into halves and quarters. Pupils of higher ability understand how the 2x multiplication and 10x multiplication tables are constructed and are beginning to memorise them. They give change from £1. Pupils of lower ability can find half of a number of objects by sharing and counting practically. Pupils know the properties of common two-dimensional shapes and measure using non-standard units. The majority measure length accurately using centimetres.
99. Standards of attainment are in line with national expectations in using and applying mathematics and above expectations in number, shape, space, measures and data-handling by the end of Key Stage 2. Pupils are beginning to use their range of skills to solve problems using their own strategies, for example, finding the various perimeters which can make up a fixed area. Pupils of higher ability explain their reasoning well, using appropriate mathematics vocabulary. The four rules of number are used confidently to make calculations, but pupils are less confident using decimals. There is good work in fractions, including adding and subtracting. Only higher attaining pupils are fully competent in their quick recall of the multiplication tables and number bonds above 20. There is a good knowledge of properties of two-dimensional shapes and construction of triangles using compasses. Pupils of higher ability find area of triangles and circles and measure angles to the nearest degree using protractors. Those of lower ability successfully name and recognise common two- and three-dimensional shapes. The majority of pupils satisfactorily create tables or tally sheets from data they have collected and produce appropriate graphs, using manual or information technology skills. There is good use of titles to help interpretation of graphs by others. Pupils draw simple conclusions when interpreting graphs and pie-charts, but their ability in this area lacks depth.
100. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs in the unit and in mainstream classes attain well according to the demands of their individual education plans. Numeracy skills are enhanced in Key Stage 1 in physical education lessons, through the use of appropriate vocabulary of position and spatial awareness. In both key stages, science and information technology lessons encourage the development of data-handling skills. Art topics use designs based on shapes to reinforce the pupils' knowledge in this area. The application of mathematical skills is not developed in a planned way and opportunities are missed to use such skills in meaningful situations across the curriculum.
101. There is good progress in both key stages in all areas of the subject, apart from using and applying mathematics where there is satisfactory progress. The youngest pupils learn to count using objects and quickly learn the names and order of numbers up to 10. Year 1 pupils start simple addition, first with objects and then without. They begin to count in 2s and 10s and create number patterns to demonstrate their understanding of sequencing. Year 2 pupils successfully double and halve numbers, having had lots of practical experience first. Mental mathematics is practised daily and pupils learn strategies to help them to gradually build up their expertise in rapid recall of number facts. Pupils make up number stories and draw pictures to show how four wagons with four wheels each makes 16 wheels altogether. Starting in the reception class pupils become familiar with two-dimensional and three-dimensional shapes, meeting them in stories and using them in art activities as they move through the school. There

is good progress in measuring, particularly length, with the expertise arising first in work involving non-standard units, such as blocks or parts of the body, and developing into confident use of centimetres and metres. This good progress continues in Key Stage 2, with a gradual build-up of skills, such as the calculations involving addition, subtraction, multiplication and division, how the value of a digit changes according to its place in a number how fractions, decimal fractions and percentages relate to one another. Basic understanding of the rules of number are learned well and pupils are encouraged to use aids, such as multi-link cubes, number lines and number squares to reinforce understanding. The speed of the pupils' recall of mental mathematics questions and problems improves as teachers teach a range of strategies on a daily basis.

102. Pupils enjoy mathematics. They listen carefully to instructions and answer willingly in oral sessions. Pupils are keen to volunteer to demonstrate work on the board. They behave very well indeed and settle down quickly to work, especially when the class teacher ensures that they fully understand the task. There is good concentration in group or whole class sessions. Pupils work independently when work has been planned to challenge them at their own level. They show respect for the opinions of others and for school resources, collaborate well in group work and share apparatus willingly.
103. The quality of teaching is good; a half of lessons are good and a further one-fifth very good. No lessons are unsatisfactory. The best lessons show very good knowledge and understanding of the mathematics syllabus and use of the organisation suggested in the National Numeracy Strategy. When planning is very good there are clear learning objectives and precisely outlined activities for pupils and teacher. The objectives are explained carefully to the class. Work is planned for pupils of different attainment levels, including questions during the mental mathematics session. There is very good use of questioning to assess the pupils' understanding and to challenge pupils to think for themselves. The best work arises when the teacher has high expectations of behaviour, concentration and attainment. In some lessons not all pupils are engaged in discussions and group work is not planned for the full range of abilities in the class. The timing of lessons is generally well-organised, but sometimes the introductory session is too long or the review session at the end of lessons is not given enough time. Some lessons have less impact when insufficient reference is made to the real world.
104. The advantages of the school's early and conscientious adoption of the National Numeracy Strategy have been stated as important factors in the improvements in standards of teaching and learning. Other strengths include the helpful policy and the developing scheme of work. There has been good provision of helpful resources for teachers and pupils and full co-operation of the hard-working teaching and non-teaching staff. Areas for development include the monitoring of standards of teaching and pupils' attainment. The school also has plans to use regular assessment information to assist with future short-term as well as medium-term planning. These factors indicate that it is well placed to make further improvements.

114. Science

105. By the end of each key stage pupils attain standards which are in line with national expectations. These findings do not concur with the latest test results. National Curriculum assessments for seven year olds in 1999 showed that the proportion of pupils who attained the national target of Level 2 was well below average when compared with all schools and when compared with similar schools. In Key Stage 2 the performance of eleven year olds in the tests was above average when compared with all schools and well above average when compared with similar schools. The difference between the 1999 test and assessment results and the current attainment at the end of Key Stage 1 and 2 is due to the differences between the proportion of higher and lower attaining pupils in the groups which took the tests and those currently in Year 2 and Year 6. The current Year 6 has significantly more pupils with special educational needs than last year. Test results at the end of Key Stage 2 rose dramatically from 1996 to 1997 and declined slightly in line with the national trend in 1998. In 1999 test results rose again to exceed the national average results.
106. By the time they are seven pupils know the difference between a vertebrate and an invertebrate. They

understand that push and pull are both examples of a force and that some objects can be changed by applying a force. They experiment and find out that some materials make better filters than others. In work on materials and their properties they investigate and find out how some of the properties of materials fit them for a particular purpose, for example how different flooring materials are suited to the rooms in which they are used.

107. By the end of Key Stage 2 pupils name and label the main parts of a flowering plant, such as the carpel, petal, stamen, sepal, anther and filament. They know that the stalk carries water and that colour and scent aid pollination. They know about seed dispersal by wind and by animals. They know how plants reproduce. Pupils know what a solution is, what soluble means and what a suspension is. They learn about pond life through interesting visits to a local environmental study area. Their skills in investigation are developed securely by the end of the key stage through regular opportunities to investigate aspects of science and find things out for themselves.
108. Pupils make satisfactory progress in all elements of the science curriculum, life and living processes, materials and their properties, physical processes and also in investigation skills. Pupils with special educational needs, including those in the special needs support unit, are very well supported both in class and by withdrawal from class and helped to make very good progress. Pupils learning English as an additional language also receive good support and their progress is good. Pupils build on their knowledge and understanding soundly as they progress through the school. For example, the work on parts of a flowering plant which is introduced in Year 1 is developed well in later years and pupils progress to a secure understanding of plant anatomy and physiology by the end of Year 6. Pupils in Year 3 start to learn about food chains and this is re-visited and extended in Year 6. Work on filtration begins in Year 2, is developed by a visit to a water treatment plant in Year 5 and again built on in Year 6, as pupils carry out an investigation of the use of different materials for filtration.
109. Pupils respond well to science teaching. They behave well in lessons and are often fascinated by what they learn, especially when given the opportunity to find things out for themselves, for example as pupils in Year 2 investigate the properties of flooring materials. They co-operate well together and share resources sensibly.
110. The teaching of science is satisfactory in both key stages. The best lessons are very well planned and set out clear learning intentions for the lesson, seen for example in a Year 2 lesson on the properties of materials. Such clarity in planning gives a good focus to the teaching and enables teachers to assess whether they have achieved what they set out to achieve. Good use is made of time and lessons start promptly and proceed at a brisk pace. Time limits are set for the completion of tasks, giving pupils the motivation to work hard. Secure subject knowledge and understanding on the part of the teacher is evident in the best lessons, seen for example in a Year 3 lesson on electrical circuits. Tasks set are well matched to the needs and capabilities of pupils, including those who find learning more difficult. Teaching assistants are deployed well to support pupils with special educational needs, as for example in a Year 6 lesson on filtration. The teaching in the special needs support unit is consistently very good. In a lesson on the properties of materials teaching was extremely well planned, setting out clearly what pupils would do and what they should learn. Tasks were very well matched to the pupils' diverse needs and they were very well supported, enabling them all to make very good progress in their knowledge and understanding and also in investigation skills. Lessons are generally well structured. There is a period of whole class teaching, instruction, demonstration and questioning at the start of lessons. This is followed by pupil activity either individually or in groups. The lesson then typically concludes with a whole class review session when the lesson is evaluated and learning is consolidated. The review sessions at the end of lessons is important because it helps pupils make sense of what they have learned and remember. There are some weaknesses in the teaching of science and overcoming these would raise standards. There is too much use of 'closed' questioning, which does not help pupils to think or develop their speaking skills, seen for example in a Year 4 lesson on vibration. Although there are some good opportunities for pupils to be independent in their learning, for instance devising their own way of recording their investigation findings in Year 2, there is not enough of this in all classes. Pupils in Year 4, for example, copied sentences from the board rather than generating their own sentences to record what they had done and found out. The assessment of pupils' progress is satisfactory, but assessment information gathered is not used consistently enough in both key stages to help teachers plan the next

step in teaching.

111. Science is satisfactorily managed by a co-ordinator who has been in post for many years. There is a rather dated scheme of work and this is due for revision or replacement in order to provide good guidance for teachers and a secure foundation for teaching and learning and the raising of standards. There has been some appropriate monitoring of teachers' planning and of lessons, including some monitoring by a local education authority advisor. Some helpful changes in teaching the subject have resulted from this monitoring, for instance the introduction of new materials to support the teaching of investigation in science. Resources for science are barely adequate and they are not well organised.

121.

OTHER

SUBJECTS OR COURSES

121. **Information technology**

112. Pupils' attainment in information technology is in line with national expectations by the end of Key Stage 1 and Key Stage 2. By the end of Year 2 pupils are familiar with the computer keyboard and know how to locate letter keys. They use the shift key, the space bar and the enter/return key successfully. Pupils use word-processing to produce labels, including address labels. They use the mouse and double-click to select and enter information. They save and print information, use a menu and save and enter a file name. Pupils retrieve their own saved work. They use editing tools - the mouse and cursor, the arrow keys and backspace key - successfully. They use different fonts and change fonts when writing their own name and experiment with the effects of so doing.
113. By the end of Key Stage 2 pupils also know how to insert graphics into text using clip art and with the digital camera. They re-size pictures and adjust them to the correct size in the text. They understand how to use the computer's tool bar. They use pull-down menus to select, for example, the category of clip art they require. When word-processing they use the keyboard efficiently and create large amounts of text in a short period of time, with reasonable accuracy. At both key stages pupils make some good use of information technology to support their learning in other subjects. For example, pupils in Key Stage 2 successfully use programs such as Excel to amass and analyse data. They produce a good graph to show the results of a survey of time spent watching television. At Key Stage 2 pupils use the program 'Branch' to help their development of classifying skills in science.
114. Pupils at both key stages are now making good progress in information technology and this is raising standards to the expected level. Pupils with special educational needs, including those in the special needs support unit, are well supported in the development of their information technology skills and they make good progress. Pupils learning English as an additional language make good progress. Progress in the past has been unsatisfactory. The good progress now being made is attributable to the energy and vision brought to the subject by the newly-appointed subject co-ordinator. Pupils now build well on their information technology skills and understanding as they move through the school. Information technology skills are introduced in the nursery, where children learn to use the concept keyboard. They know where the space bar is and manipulate direction on screen using the arrows on the concept keyboard. Some can use the mouse successfully and click on objects to achieve results.
115. Pupils enjoy their work in information technology. They achieve a sense of satisfaction as they develop new skills, seen clearly, for example, as Year 6 pupils learn to import graphics into text using the laptop computer and digital camera in Year 6, and as Year 2 pupils learn to edit text. They behave well and most pay close attention to instructions and demonstrations of skills.
116. The teaching of information technology is now satisfactory. It has been unsatisfactory in the past, judged by work produced previously by pupils. The quality of teaching has been raised through the efforts of the subject co-ordinator, who has produced good guidance for teachers on what to teach when

and provided good support for staff in developing their skills. There is still some lack of confidence and competence on the part of some staff and appropriate training is planned to overcome this. The best lessons are well organised and pupils are grouped appropriately so that they can all see and take part in the demonstration and explanation of skills, seen for example in a Year 2 lesson on editing text. Where teachers make use of vocabulary cards relating to what is being taught, this aids pupils' learning. In the best lessons the teacher has secure subject knowledge and understanding and this helps pupils learn. Good use is made of a skills check-list to monitor pupils' development of skills and good records of experience and progress are kept. Less successful lessons are characterised by weak class control, where pupils' progress is limited because they do not pay full attention and are distracted by some poor behaviour. A good new system for assessing the progress that pupils make has been recently introduced and there is some appropriate moderation of pupils' work by National Curriculum criteria where teachers consult in groups on the work to determine a common agreed standard of assessment.

117. Information technology is now well led and this is having a significant impact in increasing progress and raising standards. There are plans to introduce a good new scheme of work in the near future, to increase the guidance given to teachers. Co-ordination of the subject is weakened by the lack of opportunity for the co-ordinator to monitor teachers' planning and teaching, to ensure that the curriculum is being delivered fully and that teaching is effective. In order to increase the use made of information technology to support learning in other subjects, the subject co-ordinator has introduced a good new 'library loan' system to facilitate the sharing of computer software by classes to support work in subjects such as mathematics, science, history and geography. Resources have improved recently with the introduction of new machines, but there are not enough good-quality and up-to-date machines to go round, and resources are therefore inadequate.

127.

Art

118. Pupils make sound progress in both key stages and produce good paintings and drawings. Pupils draw with care and increasing precision. They paint bold self-portraits and use colour confidently. Pastel crayons, water colour blocks and liquid paint are used to create pictures of good quality. Pupils know about the lives and works of a range of artists. They study the work of English masters, such as Constable and the French Impressionists and have been inspired by the work of Monet. They also gain inspiration from modern artists such as Mondrian and Kandinsky. Their studies make a good contribution to their social and cultural development but there is little study of work other than that of Western artists. Pupils know little about Islamic art forms, for example, or art from the Far East. Pupils experiment with interesting techniques such as quilling in Year 6. Good links are made with other subjects, such as mathematical tessellations inspired by Escher's work and fabric collages created by pupils in Year 2 as part of their work on the story of Joseph. In the special support unit pupils produced some exceptionally good close observational work based on the different shapes and patterns made by finger prints. Marbling techniques are used well in the unit to create bottle shapes as part of work on Roald Dahl's book, 'George's Marvellous Medicine' and here good weaving with plastic strips has resulted in good woven landscape. These pupils also looked at Adire cloth from Africa and studied the paste resist techniques used by African artists.
119. Pupils thoroughly enjoy their lessons partly because they are usually presented with interesting challenges. They listen attentively to instructions and concentrate hard on their work. They adopt a serious approach to the subject and are generally proud of their achievements. They have developed a good critical awareness and can express opinions about what they like and dislike.
120. The quality of teaching is always at least sound and there are examples of very good teaching. Lessons are carefully prepared and teachers give clear explanations of the skills to be developed. Reasons are given for looking hard and drawing carefully. In most classes a serious, quiet working atmosphere is generated as when pupils were carefully painting each small square of a mosaic tile in colours which they mixed to emulate the Roman tiles they had seen on a recent visit to a Roman villa. Teachers have a good knowledge and understanding of the subject. They are given good support by co-ordinator and

there is a scheme of work available which offers good guidance and helps to promote the progressive development of skills, knowledge and understanding. The scheme of work is outdated, however, and the co-ordinator has plans to replace it. Good displays of work make a positive impact upon the learning environment. Resources are adequate to support teaching and learning. There is insufficient emphasis on creating three-dimensional work and clay is not used regularly by all pupils. The kiln is rarely fired due to the cost of electricity. Little use is made of computers to create designs. The co-ordinator runs a popular after-school art club which extends pupils' learning opportunities and where pupils learn a wide range skills. Visits to art galleries help pupils to appreciate their cultural heritage. The quality of provision is similar to that reported at the time of the last inspection.

130.
technology

Design and

121. The school has successfully implemented a full scheme of work across the curriculum since the last inspection and the co-ordinator has clear ideas of the in service needs of the staff. This efficiency within the subject reflects good development since the last inspection when there were few systems in place and no scheme of work.
122. Due to timetabling arrangements only one lesson in each key stage was observed. Judgements are made on the basis of the lessons seen in Years 1 and 4, a scrutiny of work in books, on display and photographs as well as discussions with pupils.
123. All pupils, including those with special needs, make good progress during the time they are working on their tasks, but time restrictions mean that, overall, satisfactory progress is made. This is equivalent to the last inspection.
124. The younger pupils in the key stage design and make musical instruments using a variety of appropriate boxes and tubes. They draw their design and carefully select suitable materials. For instance, a very attractive pair of maracas was made using plastic beakers and pasta while rubber bands made effective guitar strings. All pupils make an appropriate choice between glue and sticky tape taking into account the surface properties of the materials to be joined. Some higher attaining pupils realise the need for flanges when joining a tube to a flat surface and one pupil described why it was necessary; "More of the tube goes onto the box and makes it easier to stick on." The instruments were tested for successful outcomes. Pupils in Key Stage 2 develop their knowledge of differing materials and recognise that heat changes the properties of some. They use clay to create tiles which are coloured and tessellated as an example of Roman flooring. The older pupils develop their creative skills and Year 6 have made some very attractive jigsaws for the nursery unit. Great consideration was given to meeting the needs of the recipients and large, boldly coloured designs with few pieces were created. The materials used reflect the need for strength and a wipe clean surface. Year 4 pupils create pop up books incorporating three types of movement; slide, folded pop up and spring. Some pupils experienced difficulty creating a line of fold in their designs for the pop up mechanism but demonstrated persistent application to solving the problem. Pupils in the special needs unit conducted a series of tests on the absorbent properties of different papers. They created a fair test and observed the results. They also designed and created book bags which they evaluated, suggesting possible improvements. There is no evidence of power models being created in this key stage so missing an opportunity to link with science and information technology control models.
125. Progress is good. It is seen in the complexity of design as the pupils go through the key stage. They consider more appropriate choices of material and take aesthetic qualities into account. For example, the jigsaws created by the older pupils showed good standards of simple drawing combined with attractive colouring giving incentive to the young users. Progress is also seen in the way pupils evaluate and discuss their models giving greater thought to the challenge set and the requirements of the outcome.

126. Pupils display good attitudes towards their work. They work co-operatively sharing resources, discuss their projects collaboratively and enjoy designing and making products. They persevere with their designs, show good concentration and share their expertise willingly, especially in the book making lesson.
127. From the evidence teachers plan well and incorporate all elements of design and technology into their lessons. In the good lessons seen, imaginative tasks were set and clear explanations given, relevant to the pupils' understanding. Teachers interact well with pupils and their encouragement ensures that learning and achievement are both good.
128. To overcome the time limitations set on design and technology, there is an after-school club which produces work of a good quality. The present assignment is a millennium collage depicting the pupils' views on what Redhill means. The club is run with quiet efficiency and the pupils work hard to fulfil their tasks imaginatively and with good precision. This club creates the scenery and props, often designed with moving parts, for school drama productions.
129. There is a policy and a new scheme, based on national guidance, is due to be introduced in 2000. The co-ordinator oversees the termly plans and has some limited time for monitoring her subject. There is a pupil assessment made at the end of each section of work and the recorded comments form the basis for report writing. While the system is reflective, little use is made of the information to ensure pupil progress takes place. There is a small annual budget to cover the replacement of tools and equipment in the subject. The resources are adequate but rely on the co-ordinator's ingenuity at finding scrap materials from industry. There will be no extra funding for the introduction of the new scheme.

139.

Geography

130. Progress is satisfactory at both key stages. This reflects the position at the time of the last inspection in Key Stage 1 which evaluated progress in geography as satisfactory, but is an improvement in Key Stage 2 where progress was previously judged to be unsatisfactory.
131. Pupils make good progress throughout Key Stage 1 in making and using maps and plans through interesting tasks, such as in Year 2 when pupils draw a map of the imaginary place from the story of the 'Three Little Pigs'. This work shows the progress made in understanding the purpose of a map and in the main geographical features of an area such as mountains, forests, roads and train lines which are clearly shown. This progress in using maps and plans is evident from early in Year 1 when pupils learn how to use a large-scale plan of the school. Pupils make satisfactory progress in their studies of Redhill and a contrasting locality in Scotland and in understanding similarities and differences between areas. In Year 1 pupils visit an old local school to note similarities and differences between that school and their own. Pupils make satisfactory progress in their field study work, such as carrying out a traffic survey on a visit to Reffles Bridge.
132. Throughout Key Stage 2 pupils make satisfactory progress in using maps and plans which is an improvement since the last inspection where this area of work was judged to be unsatisfactory. Pupils in Year 4, for example make a reasonably accurate plan of their classroom using a key, and by Year 6 pupils do a survey of the position of their town in south east England with some using the Internet to print out local maps of different scales. Pupils make satisfactory progress in knowledge about maps of the United Kingdom and the world, and good progress in maps of Europe. They make satisfactory progress in learning about different places, such as Pakistan, and are able to compare the various localities they study such as the differences between Redhill and Brighton. Through these studies pupils gain a satisfactory understanding of settlement and environmental change, which is an improvement since the last report where this aspect of work was judged to be unsatisfactory. Year 6 pupils know, for example, the reasons why Brighton was an original site for settlement and the economic activities in the area now. They are aware of the environmental impact of increasingly heavy traffic in the area. Lower attaining pupils and those with special educational needs make good progress as a result of geographical

visits, which enable them to make gains in knowledge and understanding based on fieldwork activities such as those done on a visit to the River Mole in Year 4.

133. Pupils are interested in their geography work and keen to participate in lessons. They settle quickly and sensibly to tasks in most lessons and concentrate well. Some of the younger children in Key Stage 1 need reminders from their teacher as to how to move to their desks from the carpet area quietly and quickly. Pupils enjoy the educational visits they participate in which are relevant to their geographical studies and are motivated by them. During their study of Pakistan in Key Stage 2 they reflect on the life of people in a different culture.
134. Evidence from lessons, discussions with pupils, scrutiny of their work and of planning shows that teaching is generally sound with evidence of some good teaching at both key stages. This is an improvement since the last report where teaching was sound at Key Stage 1 and unsatisfactory at Key Stage 2. At both key stages teachers plan the use of visits well and set pupils relevant and interesting tasks. At Key Stage 1 teaching is often imaginative such as that linked to literacy, including making a three-dimensional map of the island in a story read by the class. Teachers base their teaching on pupils' prior knowledge such as introducing a map of their local area by marking pupils' own houses on it. At both key stages lessons are well-planned, teachers have satisfactory expertise in the subject and make good use of a range of resources such as videos, worksheets, and a variety of maps and plans. At Key Stage 2 learning objectives for lessons are clear and often shared with the pupils. This is an improvement since the last report. However, these objectives are sometimes not precise enough and express long-term aims rather than goals for a particular lesson. Pupils of different abilities are given appropriate support during group and individual tasks to enable them to make satisfactory progress. Teachers use a variety of methods in their teaching, such as setting a research task on a number of European countries for pupils in Year 6 to complete in pairs.
135. The co-ordinator for geography is new to the post and is aware of the need for training to enable her to effectively manage the subject in order that the improvement in the progress of pupils and teaching continues. Resources for teaching locality studies are now adequate, which is an improvement since the last report.

145.

145.

History

136. Progress is satisfactory at both key stages and this is similar to the findings of the last inspection. Throughout Key Stage 1 pupils make satisfactory progress in learning about events in the past and that a variety of evidence can be used to understand everyday life in the past. In Year 2, for example, pupils look at objects from World War II and listen to a grandmother who visited the school to talk about her experiences. They then are able to write their own accounts of the aspects of the war, such as a letter home as an evacuee, which show a reasonable grasp of factual knowledge as well as an understanding of what life would have been like for a child in the war. From Year 1 pupils learn how to sequence events by, for example, making a display of a year in their own lives, and show an understanding of difference between the past and now by categorising objects. Pupils' understanding of the past is enhanced by relevant visits, such as the Churchill Museum in Year 2 and Bethnal Green Toy Museum in Year 1
137. During Key Stage 2 pupils continue to make satisfactory progress in learning about periods in the past in appropriate detail. Pupils in Year 6, for example, are able to talk in reasonable detail about the main events and personalities in the Tudor period. They do not make satisfactory progress in understanding change within a period, or in making links between different periods. Pupils often show a greater understanding of periods they have studied in written work than in discussions as they are often not able to answer questions in an extended way. Pupils make good progress in being able to use a range of sources to find out about the past through carefully planned visits for each year group and listening to visitors to the school. Pupils in Year 3 visit Bignor Roman Villa and are able to examine evidence which shows Roman occupation of the site. The activities they participate in during this visit, such as spinning wool, enhances their understanding of everyday life in the villa. Year 4 receive a visit from a Mexican group which shows them how to use a range of objects, such as clothes and musical

instruments, to give them an understanding of life during Aztec times. These visits enable lower attaining pupils and those with special educational needs to make good progress in their knowledge and understanding through practical activities using objects about the past and pictures about life in the past. Pupils make satisfactory progress throughout the key stage in their research skills. They learn how information books are organised and can be used to find answers to specific questions during the literacy hour and are able to answer questions about the past using these books, videos and encyclopaedia programs as well as evidence from the period. Higher attaining pupils make good progress in selecting and combining evidence and organising their findings and historical information into well-structured pieces of writing such as those describing characteristic features of Victorian Society. They also understand how evidence from the past may be biased, such as flattering portraits of Tudor monarchs, and the reasons for this. However, pupils do not make appropriate progress in setting their own research questions. Overall, the development of pupils research skills and use of evidence is an improvement since the last report as are the opportunities provided for pupils to do extended writing linked to their studies.

138. Pupils are very enthusiastic about their history work. They enjoy the educational visits which motivate them and encourage them to learn more about the topics they are studying. The care they take in presenting their work for display and in project books shows the pride they have in their work. They are able to reflect on the behaviour and feelings of people and of the traditions of different societies in the past.
139. Evidence about the good quality of teaching comes not only from lessons observed during the inspection but also from discussions with pupils, scrutiny of their work and examination of planning. A particular strength in the teaching of history in both key stages is the use of well-planned visits. Teachers fully exploit these visits by setting challenging tasks for pupils to complete while they are at the site or listening to visitors, and ensuring follow-up work is relevant and develops pupils' understanding and knowledge. Teachers generally ensure work is well-matched to pupils' abilities. There is evidence in Key Stage 2 that texts given to pupils are occasionally too difficult for some groups of pupils to read in order to answer questions set, such as the text books used to study Romans in Britain in Year 3. There is also evidence in Key Stage 2 that teachers do not always structure discussions or listening tasks carefully enough so that pupils are able to make progress in asking and answering relevant questions. Teachers continue to have a good expertise in the subject as identified in the last report and to teach the subject creatively with links to other subjects, particularly art and music.
140. The co-ordination of history is good. The co-ordinator fully exploits the opportunities she has to monitor the subject and is constantly reviewing the scheme of work in consultation with teachers. She has a good vision of the direction and development of the subject and this has brought a vibrancy to the teaching of history in the school. Although the number of artefacts remains low, as identified in the last report, the school has found ways of overcoming this by borrowing from local museums and other sources.

150.

Modern foreign languages

141. The school enhances the statutory curriculum by providing a 'taster' for older pupils in a short course of spoken French in Years 5 and 6. The course is only in its very early stages of development at this stage in the school year. Pupils understand simple classroom commands such as 'stand up, sit down', providing the teacher uses hand-signals. They count in ones to ten easily, after that they encounter some difficulties. They repeat the teacher's pronunciation reasonably well, although hesitantly. Most know that sweets are bought from a confiserie, cakes from the patisserie and sausage from a charcuterie. Some pupils are a little more confident in trying to speak the language. They compose simple single sentences from personal research in English on aspects of life in France as part of a topic on Europe.
142. Most make satisfactory gains in their knowledge and understanding of French shops and who sells what, because of patient, careful teaching. Those with prior lower attainment consolidate and reinforce their knowledge and understanding of simple commands and counting, because of opportunities to practise.

There is no significant difference in the progress made by boys, girls, ethnic groups or pupils with English as an additional language.

143. Pupils listen very carefully and try hard to please the teacher. Some watch the rest of the class before making the appropriate response. Most settle to writing activities quickly and eagerly. Occasionally, there is some silliness from boys laughing at their friends' difficulties and one or two boys with lower prior attainment begin to fidget, but quietly.
144. The quality of teaching is satisfactory. As the subject has only just been introduced to these pupils, all tasks are set at the same level for all abilities in each year group. Lessons are taught in the target language and there is an appropriate mixture of familiar and new vocabulary, with repetition drills to reinforce learning. There is a good steady pace which is not rushed and neither is any time wasted. The teacher has a firm, but pleasant approach to management and discipline and the good relationship with pupils allows her to use her sense of humour. She handled the silly behaviour appropriately and effectively.
145. There is a clear policy and a good scheme of work together with a brief statement on targets for primary French which gives good guidance to teachers. The course is based on several commercial schemes and is satisfactory. There is no procedure for assessment of attainment and progress although the subject is reported on in the annual report to parents. The co-ordinator is the part-time teacher who has a good understanding of what the role entails and carries out her own monitoring and evaluation of provision. Occasionally, the headteacher undertakes the monitoring of teaching. Resources are adequate and time is used effectively.

155.

Music

146. Pupils make satisfactory progress in music in both key stages. The last inspection found progress in music to be satisfactory.
147. At Key Stage 1 pupils make good progress in singing. They understand that posture affects the quality of their singing and make good progress in singing tunefully. Pupils also make good progress in using instruments or body percussion to accompany their singing and performing as an ensemble in class. They make satisfactory progress in recognising musical elements such as high and low notes, and in maintaining a rhythmic pattern. They make satisfactory progress in listening to and recognising how sounds from different instruments are made but unsatisfactory progress in listening and responding to a range of music from different times and places.
148. At both key stages pupils make unsatisfactory progress in composing their own music as they are given insufficient opportunities to develop this aspect of their work.
149. At Key Stage 2 pupils' progress in singing is very good. They learn how to use breath correctly to ensure proper phrasing, and pay attention to good diction and accurate pitch. They are able to sing songs and rounds in two parts and learn the descant parts for hymns. They sing very tunefully and the quality of this singing is a strength of the school. They make good progress in learning about different kinds of rhythmic patterns and are able to copy patterns from ear and by following notation. Their ability to improvise their own rhythmic patterns in time to a background beat is very good as demonstrated by a Year 5 class who created some interesting syncopated rhythms. Satisfactory progress is made in understanding musical elements such as high and low notes and how they are made. Pupils make satisfactory progress in listening to music as demonstrated by year 6 pupils' appraisal of the works of composers linked to the 'Impressionist' period such as Debussy. However, they do not listen to a wide range of music, particularly that from different cultures.
150. Pupils enjoy their music lessons and are keen participants in all the activities. They listen well to

teachers' demonstrations when learning new songs or rhythms and work hard to improve their own performances during music lessons or school hymn practices. They respect the instruments that they use, although some pupils in Key Stage 1 do not always observe the conventions set in the classroom about the use of instruments such as putting them on the floor when it is not their turn to play.

151. Teaching in music is satisfactory in the large majority of lessons with examples of very good teaching and rare instances of unsatisfactory teaching. A strength is the expertise of teachers particularly in the teaching of singing and the use of instruments to accompany songs. In these areas of work teachers have high expectations and set pupils challenging tasks. In all lessons the activities that teachers plan are interesting, motivate the pupils and are well matched to the pupils' level of ability. Teachers use a wide range of resources well, such as a variety of instruments for pupils to use or listen to. An unsatisfactory element in teaching is occasionally failing to structure explanations of new learning to ensure pupils fully understand, such as the introduction of a new graphic notation representing long and short sounds for a class in Key Stage 1. The management of pupils by setting and maintaining clear rules for the use of instruments, or listening carefully to discussions is sometimes insufficiently effective. This means that time is not always used productively and the pace of the lesson slows. Planning of individual lessons is satisfactory, although, overall, the planning for the development of pupils' composition skills is unsatisfactory.
152. The co-ordinator for music has great enthusiasm for the subject and this is reflected in the time and energy she has given to extra-curricular activities such as recorders and, in particular, the school choir. The choir participates in a wide range of activities in the school and community. It recently won an award at the Redhill and Reigate Music Festival and has sung in Southwark Cathedral. The co-ordinator has not, however, had the opportunity to attend relevant in-service training so that she is able to fulfil her role in supporting curriculum development to ensure that all aspects of the music curriculum are given appropriate attention. Resources for the teaching of music are adequate, but there is a lack of instruments and recordings of music from a variety of different cultures.

162.

Physical education

153. The profile of the subject has been raised greatly over the last few years. The quality of provision is better than at the time of the last inspection. Standards of teaching as well as learning have been raised, with the help of a good scheme of work provided by the well-qualified co-ordinator. Pupils are provided with a broad and well-balanced physical education curriculum covering all aspects of the subject. Unfortunately the provision of swimming lessons is insufficient to guarantee that pupils meet national targets by the end of Key Stage 2. Due to timetable arrangements, it was not possible to inspect dance and athletics lessons. However, they are well-provided for in the school planning documents. The school ensures that pupils are fully aware of the importance of being dressed appropriately for physical education lessons and staff set a very good example.
154. Good work was seen in gymnastics in Key Stage 1. Pupils respond imaginatively to suggestions from the class teacher and create very interesting ways to rock their bodies using different points of balance. Good progress is made in lessons as the pupils benefit from demonstrations by other pupils accompanied by helpful comments by the class teacher. The youngest pupils are growing in confidence and are beginning to use the whole space of the hall when travelling using sliding movements on their backs or fronts. Year 1 pupils are developing their games skills well, throwing bean-bags quite accurately. Only the most able catch confidently. However, there is a good improvement in performance following intervention by the teacher with useful coaching points.
155. Good work in gymnastics and games was seen in Key Stage 2. Pupils have been trained well to create their own appropriate warming-up and cooling-down sequences and are fully aware of the benefits to their muscles. Good imagination is shown in their compositions of sequences which link travelling, balancing and jumping while creating curved or straight body shapes. These compositions are produced well, both on the floor and on a wide variety of apparatus. The majority of pupils have difficulty producing smooth travelling movements to link their balances. Some very good progress occurs in lessons when the class teacher continually intervenes, asking questions and challenging the pupils to

provide ideas for their improvement.

156. There is good progress across the school in gymnastic and games skills. In gymnastics, simple sliding movements develop into rocking activities with improved body control. Balancing and travelling are increasingly imaginative and controlled, using many parts of the body and including the large apparatus as pupils get older. Increasingly difficult body shapes are produced, including symmetrical shapes or letters of the alphabet. Games skills develop well from underarm throwing of bean-bags, to the development of the netball and rugby skills of passing and receiving. In both key stages, pupils improve in a range of skills through a process of practice, discussion and refinement. There is no significant difference between the progress made by girls and boys. Pupils with special educational needs make good progress as do pupils from the unit. Teachers make every effort and are very successful in the integration of pupils with physical impairment into class lessons.
157. Pupils enjoy lessons and have a positive attitude. Behaviour is generally good and quite often very good. Pupils listen well to instructions given by teachers. There is good collaboration in paired and team activities and in the unselfish sharing of apparatus. Pupils work hard in throwing and catching activities and when practising gymnastic skills. They respond to a teacher's enthusiasm and try hard to improve their skills following the demonstrations of others. Pupils have a good awareness of the beneficial effects physical exercise has on their bodies and co-operate appropriately in warm-up and cool-down sessions. Pupils build up good, safe ways of moving apparatus and treat resources and other pupils with respect.
158. The quality of teaching is good. Two thirds of lessons seen were good and sometimes very good with no lessons unsatisfactory. In the best lessons teachers have a good knowledge and understanding of the school scheme of work. There are high expectations of behaviour, effort and attainment, which are made fully clear to the pupils. The majority of lessons are planned very well, with clear learning objectives and precise details of activities. The objectives of the lesson are communicated clearly to the class. Teachers work hard and provide lessons which are a good balance of whole class, group and individual activities. Teachers intervene very appropriately to assess general progress and give helpful advice. Pupil demonstrations are used regularly to illustrate good work, but pupils do not always have opportunities to give their own opinions as to why a demonstration is good.
159. The school has an up-to-date policy and the previously mentioned helpful scheme of work. Planning is good, with staff benefiting from clear leadership from the co-ordinator who has given demonstration lessons and provided detailed lists of skills for each curriculum area. Monitoring of teaching and learning has taken place and staff have received a clear summary of ways that the subject can be improved. They feel supported well by the co-ordinator and return that support when helping with the very good range of extra-curricular activities. Pupils are able to develop a range of skills in these activities as well as having opportunities to compete against other schools in football, netball, Kwik Cricket and athletics. The school is involved in Crystal Palace Football Club in the Community coaching, to the benefit of both boys and girls. That physical activities can be fun is demonstrated on Sports Day and through such event as Top Sports, Super Schools and other sponsored events featuring famous athletes.

Swimming (The inspection of this school included a focused view of swimming which is reported below)

160. Swimming lessons are provided for pupils in Year 3 for one and half terms per class and for pupils in the unit for a longer period. Pupils use a nearby swimming pool. Good instruction is given, by a qualified Amateur Swimming Association coach, for beginners in the learner pool and for improving swimmers in the large pool. Both are attended by the general public, but this does not affect the quality of lessons. Pupils, including those with special educational needs and pupils from the special support unit, make good progress, first in their confidence in the water and then in the quality of their stroke production both on their fronts and on their backs. Suitable flotation aids are used until pupils are able to work without them. Approximately half of the pupils are able to swim 25 metres by the end of Year 3. Water survival and water safety procedures are taught as part of the swimming programme. The school does not provide swimming tuition other than for pupils in Year 3 and cannot therefore ensure that all

pupils have the opportunity to reach the national target of being able to swim 25 metres by the age of eleven. In this respect statutory requirements are not met.

161. The inspection of St Matthew’s Primary School was undertaken by a team of seven inspectors who, over a four day period, completed a total of 25.5 days on inspection in the school. Members of the inspection team:

- spent over 97 hours visiting classes when observing 106 lessons and evaluating pupils’ work,
- attended a sample of registration sessions,
- attended assemblies,
- observed lunchtime arrangements,
- observed pupils’ arrival and departure from school,
- held discussions with pupils about their work,
- held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body,
- held discussions with parents and ancillary staff,
- listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general,
- evaluated a wide range of work of a representative sample of pupils from each class,
- analysed a large amount of documentation provided by the school both before and during the inspection including:
 - the school prospectus, school policies, the governors’ annual report to parents, the report of the previous inspection together with the post inspection action plan, minutes of governors’ meetings, financial statements, the school development plan, teachers’ planning documents, pupils’ records and reports, the work of a sample of pupils with special educational needs together with their individual education plans,
- scrutinised attendance registers,
- considered past work and photographic evidence,
- observed lunchtimes and playtimes,
- noted extra-curricular activities,
- held a meeting attended by 19 parents and considered 98 responses (25 per cent) from parents to a questionnaire asking them about their views of the school.

· **DATA AND INDICATORS**

172. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school’s register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	348	24	95	80
Nursery Unit/School	40	1	4	0

173. **Teachers and classes**

173.	Qualified teachers (YR – Y6)	
	Total number of qualified teachers (full-time equivalent):	17
	Number of pupils per qualified teacher:	20.47
173.	Education support staff (YR – Y6)	
	Total number of education support staff:	22
	Total aggregate hours worked each week:	397.7
173.	Qualified teachers (Nursery school, classes or unit)	
	Total number of qualified teachers (full-time equivalent):	2
	Number of pupils per qualified teacher:	20
173.	Education support staff (Nursery school, classes or unit)	
	Total number of education support staff:	2
	Total aggregate hours worked each week:	65
	Average class size:	23.2
174.	Financial data	
	Financial year:	1998-1999
		£
	Total Income	774 871
	Total Expenditure	798 275
	Expenditure per pupil	2242.35
	Balance brought forward from previous year	62 892
	Balance carried forward to next year	39 488

175. PARENTAL SURVEY

Number of questionnaires sent out: 404

Number of questionnaires returned: 98

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	52	11	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	42	6	3	1
The school handles complaints from parents well	22	46	23	5	3
The school gives me a clear understanding of what is taught	32	51	8	8	1
The school keeps me well informed about my child(ren)'s progress	40	45	7	8	0
The school enables my child(ren) to achieve a good standard of work	34	53	9	3	1
The school encourages children to get involved in more than just their daily lessons	28	54	13	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	41	16	4	2
The school's values and attitudes have a positive effect on my child(ren)	35	55	7	3	0
The school achieves high standards of good behaviour	28	51	16	4	1
My child(ren) like(s) school	52	44	3	0	1

176. Other issues raised by parents

The school prospectus is considered dull and the school does not market itself effectively. In consequence it still has to cope with a poor reputation which developed many years ago when it was a middle school. No regular newsletters.

Parents are concerned about the fact that children who are born in the summer are only able to spend one term in the reception class.

Several parents expressed concern about the breadth and challenge of reading material and felt that books were not changed often enough.

Most parents have no idea who the school governors are.

176.