

# INSPECTION REPORT

**St. Michael's CE First School**  
Mickleham

LEA area: Surrey

Unique Reference Number: 125170

Headteacher: Mrs Jennifer Hudlass

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Reporting inspector: Mr Stephen Beaumont  
8440

Dates of inspection: October 18<sup>th</sup> to 20<sup>th</sup> 1999

Under OFSTED contract number: 707837

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
Type of control:	Voluntary (Church of England) Aided
Age range of pupils:	4 to 8
Gender of pupils:	Mixed
School address:	School Lane Mickleham Surrey RH5 6EW
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Wood
Date of previous inspection:	26-28 February 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Stephen Beaumont, Registered Inspector	English; Design and technology; History; Geography; Physical education; Under fives; Equal opportunities.	Attainment and progress; Teaching; Spiritual, moral, social and cultural development.
Caroline Marden, Lay Inspector		Attendance; Support and guidance; Partnership; Efficiency.
Martin Cox	Mathematics; Science; Information technology; Art; Music; Special educational needs.	Attitudes and behaviour; Curriculum and assessment; Leadership and management; Staffing, accommodation and learning resources.

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## MAIN FINDINGS

### What the school does well

- Achieves standards above those gained nationally in English, mathematics and science.
- Gives good teaching, with some very good and sometimes excellent lessons in all classes.
- Creates an excellent atmosphere in which each individual is valued.
- Works very well with parents to provide an excellent partnership for learning.
- Provides very good opportunities for spiritual, moral, social and cultural growth.
- Makes good use of the resources it has, and very good use of its grounds and rural location.
- Ensures that pupils respect each other, have confidence in themselves and work very well together.
- Governors and parents work together as a very effective team to give strong leadership.
- Co-operates with other schools in the local consortium of small schools for mutual benefit.

### Where the school has weaknesses

- I. Information technology is not yet a well-established part of learning in all classes, and standards are at best only satisfactory.
- II. Reports to parents, although meeting legal requirements, do not contain enough detail as to pupils' strengths and weaknesses, other than in English and mathematics.
- III. The curriculum is appropriately broad, but the high percentage of time given to swimming means that too little emphasis is given to history and geography and other subjects other than English, mathematics and science.
- IV. Extended writing is not as good as it should be because too little time is given to teaching it, and in using the writing skills gained in English lessons in other subjects.

**This is a very good school with strengths far outweighing weaknesses. However, these points should be considered as the basis for the governors' action plan, a copy of which will be sent to all parents or guardians of pupils in the school.**

### How the school has improved since the last inspection

The school has made satisfactory progress in acting on the key issues. There has been good progress in meeting the health and safety issues and creating curriculum policies and schemes of work, and the high standards of pupil achievement have been maintained. Although more computers have been provided these are still not sufficiently used. Standards in extended writing remain below those of reading and speaking and listening.

### Standards in subjects

This table shows the standards achieved by seven year-olds in 1998 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
Reading	A	B	<i>average</i>	C
Writing	A	B	<i>below average</i>	D
Mathematics	C	D	<i>well below average</i>	E

Pupils' attainment in reading and writing was well above the national average, and above the average when compared with similar schools. Attainment in mathematics was in line with the national average, but below average when compared with schools from similar backgrounds. In the 1999 National Curriculum tests all pupils achieved the expected levels for seven year-olds nationally in mathematics. The small number of pupils (15) taking the tests means that the performance of one or two children can result in high percentage differences from year to year.

· **Quality of teaching**

<b>Teaching in:</b>	<b>Under 5</b>	<b>5 - 7 years</b>	<b>7 - 11 years</b>
English	Good	Very good	Excellent
Mathematics	Good	Good	Very good
Science	N/A	Very good	Very good
Information technology	N/A	Satisfactory	Satisfactory
Religious education	Not inspected	Not inspected	Not inspected
Other subjects	Satisfactory	Good	Good

Overall, the quality of teaching is good. No unsatisfactory teaching was seen and nearly two-thirds of all teaching was good or better. There is particularly good teaching in English and mathematics, with some excellent teaching in Year 3. There is very good and excellent teaching in all classes. All teachers plan their lessons well and use assessment to very good effect. Although several teachers teach each class, teachers work very well together and bring their individual strengths. Classroom assistants and volunteers work well with teachers to bring about learning of high quality. Teachers regroup classes into year groups and attainment groups for some lessons and this helps to ensure that work is well matched to pupils' needs.

*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
Behaviour	Pupils behave very well. Relationships are very good. Pupils work and play very well together. They show respect for adults and each other and are polite and considerate.
Attendance	Attendance is very good and above the national average. Pupils are punctual and want to come to school.
Ethos*	There is an excellent atmosphere in this village school which reflects its Christian foundation and has a very positive effect on behaviour and standards of attainment.
Leadership and management	There is very strong and effective leadership. The headteacher, governors, staff and parents work closely together. They have a shared vision for the school and are working to improve accommodation and standards.
Curriculum	There is a broad and relevant curriculum. Governors and staff put a high priority on the teaching of literacy and numeracy and a high proportion of time is given to swimming. There is not enough time given to other subjects, notably history and geography.
Pupils with special educational needs	Good provision is made for pupils with special educational needs. Their needs are quickly recognised and effective teaching is given to support them. Pupils with special educational needs make good progress.
Spiritual, moral, social and cultural development	The school makes very good provision for spiritual, social, and cultural education and good provision for moral development.
Staffing, resources and accommodation	There is good provision of teachers with relevant expertise and experience for the demands of the National Curriculum. Teachers have good knowledge, other than in information technology, and are well deployed throughout the school. The school is very well resourced with learning materials. Accommodation is adequate but cramped. The school grounds are excellent.
Value for money	Although unit costs are very high, the quality of education provided and the good progress that pupils make means that the school gives good value for money.

\*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	What some parents are not happy about
<p>Good standards of work.</p> <p>Parents encouraged into life of school.</p> <p>Parents well informed.</p> <p>Good behaviour.</p> <p>Children like school.</p>	<p>The way in which the school handles complaints.</p>

Almost all parents were very positive about all aspects of the school. Over half the parents either returned questionnaires or made comments. All parents applauded the school on the high standards of work, the behaviour gained and the involvement they had with the school. The negative reaction to complaints was not reflected in any evidence gained during the inspection.

## · **KEY ISSUES FOR ACTION**

In order to raise standards further and improve the quality of education the headteacher, staff and governors should:

- V. raise standards in information technology by making fuller use of the computers available, improving teachers' knowledge and making computers a natural part of learning (see paragraphs **7, 17, 21, 88, 89, 90**);
- VI. develop further the creative aspects of writing, and use them more fully in all subjects (see paragraphs **7, 67, 71, 101, 104**);
- VII. consider the balance of the curriculum to ensure that all subjects receive enough time to provide worthwhile experiences (see paragraphs **21, 101, 104, 113**).

In addition to these key issues, the following weaknesses should be considered for inclusion in the action plan:

- VIII. improve the reporting to parents of strengths and weaknesses of pupils in subjects other than English and mathematics (see paragraph **25**);
- IX. ensure that classroom assistants are active at the start of literacy hour sessions (see paragraph **18**);
- X. enable curriculum co-ordinators to become involved in monitoring teaching and evaluating standards in their own subjects (see paragraph **38**);
- XI. make schemes of work more specific as to what skills are to be taught when (see paragraph **23**);
- XII. produce a scheme of work for moral development (see paragraph **27**);
- XIII. involve all staff in training for child protection procedures (see paragraph **27**);
- XIV. ensure that at least one member of staff has a certified first aid qualification (see paragraph **33**);
- XV. review the school's aims regularly for publication in the prospectus (see paragraph **41**).

## · **INTRODUCTION**

### · **Characteristics of the school**

1. St Michael's Church of England First School is a very small school with 52 boys and girls aged four to eight attending full time and ten four year-old children attending part time. There are similar numbers in each age range with considerably more girls than boys. The school roll has changed little over the last three years. The school mainly serves families from the village of Mickleham and the local area. Several families positively choose the school for its ethos and size, and come from Dorking and beyond. The school serves families from varied social backgrounds, with many from advantaged homes.
2. Most children enter the school with appropriate learning and social skills. Most have had pre-school education, many from the village nursery with which the school has very strong links. There are four pupils entitled to free school meals, which is below the national average. There are eight pupils on the school's register of special educational needs. No pupil has a statement of special educational need. There are very few families from ethnic minorities and no pupils have English as an additional language.
3. The school was originally opened in 1869 and moved to its present site in 1907. The surrounding area of Box Hill is one of outstanding natural beauty and the village community works very closely with the school. There is very strong parental support for the school, and past pupils keep in close contact with it.

3.

*Aims and priorities*

4. Governors and staff aim to provide a caring, Christian environment in which pupils can progress confidently to the next stage of education. All who work in the school strive to 'work together to enrich the lives we touch'. The staff handbook records 'We may be small, but we aim high'. Identified priorities are to raise standards even further, to extend the available accommodation to provide a staff room and additional hall and Reception classroom space, and to develop a 'willow hide' in the grounds.

**5. Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	7	8	15

<b>5. National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	4	5	5
	Girls	8	8	8
	Total	12	13	13
Percentage at NC Level 2 or above	School	80(100)	87(100)	87(100)
	National	80(80)	81(80)	84(84)

  

<b>5. Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	3	6	6
	Girls	8	8	8
	Total	11	14	14
Percentage at NC Level 2 or above	School	73(100)	93(100)	93(100)
	National	81(80)	85(84)	86(85)

**5. Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

**5. Exclusions**

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

**5. Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	30
	Satisfactory or better	70
	Less than satisfactory	0

.....  
1

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

## **5. PART A: ASPECTS OF THE SCHOOL**

### **5. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **5. Attainment and progress**

1. In the 1998 National Curriculum tests, pupils achieved standards well above the national average in English and broadly in line with them in mathematics. In comparison with similar schools, results were above average in reading and writing, but below in mathematics. The percentage of pupils achieving a higher level than expected for their age was well above average in reading and writing and in line with the average in mathematics. Results from the 1999 National Curriculum tests show an increase in the percentage of pupils gaining the expected level for their age. There was a significant improvement in mathematics, with all pupils gaining at least the expected level for seven year-olds. Results have shown similarly high standards of achievement over the last three years. Girls perform better than boys, but not to a significantly greater extent than is found nationally. It should be noted that with only some 15 pupils being assessed each year for these tests there is the possibility of one or two pupils having a high percentage effect on published results.

2. Inspectors judge that pupils currently in Year 2 will attain standards above those achieved nationally in English, mathematics and science. Achievement in all other subjects is in line with that expected nationally other than in information technology where it is at best in line, but in aspects other than word processing is below as computers are not used sufficiently or seen as a natural part of learning. Although the quality of writing is above nationally expected levels and the mechanics of writing, including handwriting, punctuation, and spelling are good, extended writing is a comparative weakness. This is because not enough time is given to this and there is too little use of extended writing in other subjects. In mathematics pupils show particular strength in recorded work, but there is a comparative weakness in mental arithmetic. Mathematics is used well in other subjects, especially science. Singing is a notable strength in music, and swimming a point of very high achievement in physical education, although this is not required through the National Curriculum for Key Stage 1 pupils.

3. When pupils leave the school in the July following their eighth birthday at the end of Year 3, most have achieved the levels expected of nine year-olds in English and mathematics. In all other subjects they achieve standards appropriate for their age.

4. Children join the school, either through the Early Years class or the Reception/Year 1 class, with a wide range of attainment and skills, but generally similar to those in other Surrey schools and above those expected for this age nationally. Pupils with special educational needs make good progress as they move through the school. Their needs are quickly identified and pupils are carefully supported with additional help. Higher attaining pupils make good progress because they are challenged and given work carefully and closely matched to their needs. The regrouping of classes into separate year groups and into ability groups within these has a very positive effect in bringing about very effective teaching and ensuring good progress. Pupils of average attainment also make good progress. Assessment is used very well to ensure that learning is proceeding at a good pace.

#### **9. Attitudes, behaviour and personal development**

5. The attitudes and behaviour of children under five are very good. Many strategies are used to help them integrate and participate in group activities. Children are learning to share and show respect for each other. By the age of five most children develop good personal and social skills for their age. They enjoy coming to school and quickly settle into routines.

11. The pupils in the rest of the school show positive attitudes to learning, which enhance their progress in lessons and over time. Their behaviour is very good and this supports the good quality of learning and the very good standards achieved by the pupils. These positive aspects have been maintained since the last inspection and support the views of the parents who attended the meeting before the inspection. The teachers' expectations of pupils' behaviour are high, and the school places strong emphasis on developing appropriate relationships both between the pupils and amongst pupils and adults. The pupils show a keen interest in their work and are able to sustain concentration appropriate to their age and ability. Pupils in Key Stage 1 and the Year 3 pupils in Key Stage 2, including those with special educational needs, listen to teachers attentively, participate well in class discussion and answer questions confidently. All pupils, including those under five, have regular homework which supports the extended curriculum as well as developing a positive working-at-home ethic.
12. Pupils' personal development is very good. Through discussions, assemblies, 'circle time', and in many aspects of lessons, pupils have opportunities to learn to respect the values and beliefs of others. The school's provision for personal and social education contributes effectively to the pupils' spiritual, moral, social and cultural development. Monitors are considered as very important people, including those who snuff out the candles at the end of each assembly.
6. The school has a very positive and caring ethos, and relationships are very good. Pupils work well collaboratively, as observed in a Year 2/3 science lesson which required them to devise fair tests on their work on forces.
13. **Attendance**
7. Attendance is very good and is well above the national average. There is a very small amount of unauthorised absence. The main reasons for unauthorised absence are parents taking more than ten days holiday in term time, or not informing the school of reasons for absence. Much of the authorised absence is due to childhood illness, though an increasing proportion is attributable to parents taking holidays in term time.
8. Punctuality is very good, and pupils come into school happy and eager to work. Teachers mark the registers accurately and sometimes use registration as a teaching opportunity. In the Year 1/Reception class some greeted their teacher in French, using the time well to extend learning.
15. **QUALITY OF EDUCATION PROVIDED**
15. **Teaching**
9. Overall, the quality of teaching is good. Of the 33 lessons inspected nearly two-thirds were good or better, and of these nearly a third were very good and in a few instances excellent. No lessons were unsatisfactory. There is excellent teaching of English in Year 3. Teaching of the literacy hour throughout the school is very good. Teaching for the under fives is good, where the classroom assistant is very effective. Where teaching is very good, or in some cases excellent, teachers are very careful to explain what is to be learned right at the start, and to review progress at the end of the lesson. Pupils are required to work very hard and at a brisk pace. This was noted particularly in Year 3 and Year 1 English lessons, in a personal and social session for the whole school and in mathematics and science lessons for Year 2. A very positive feature of teaching is the regrouping of pupils for English and mathematics into separate year groups, and within this to smaller attainment groups. This ensures that pupils are given work closely matched to their attainment, and this ensures good progress. All classes are taught by at least two teachers each week and this has positive effects, with teachers bringing individual curriculum strengths. Music is taught, mainly by an additional specialist teacher, to good

effect.

10. Teachers have a good knowledge of what is to be taught in all subjects except for information technology, where some lack skills and confidence. Teachers have a good understanding of pupils' needs in Key Stages 1 and 2, and satisfactory knowledge of the specific needs of children under five. Teachers expect highly of pupils throughout the school, and ensure that pupils work hard and complete their activities. Lessons are well planned, and in most cases are built round very clear learning objectives, which are shared with the pupils. Methods and organisation are satisfactory for the under fives, and very good for pupils in Key Stages 1 and 2. The comparative weakness for children under five is that sometimes teachers do too much for the children, and in this miss opportunities to promote learning. This is also noticeable in teachers putting materials away for children rather than getting them to do it for themselves. Teachers make good provision for pupils with special educational needs.
11. Teachers manage pupils very well in all classes. They establish very good order and control, and pupils know exactly what is expected of them. Regroupings take place very efficiently and pupils move quickly between activities. Teachers use time and resources well, except that there is not enough time to use language and computer skills sufficiently in all subjects. All lessons start on time and move at a brisk pace. Classroom assistants are employed to very good effect in group work, and in teaching the under fives, but they are under-used during the initial sessions in literacy hours. Parents, governors and other volunteers have a very positive effect on the good quality of teaching that is given.
12. Assessment is of very good quality and is used very well, and this helps pupils make good progress. A full programme of formal tests is used and teachers observe pupils on a daily basis. They review pupils' responses and adapt their teaching to meet needs. Teachers are careful to evaluate each lesson, and to change future plans if pupils have not learned what was intended. There is good use of homework. There is a new homework policy and this has increased the amount of homework which is set. All pupils have reading homework, and the learning of spellings and a weekly assignment is added as they grow through the school. Parents were in most cases happy with the amount of homework set, with a small number requesting even more.
19. **The curriculum and assessment**
20. The curriculum for children who are under five in the Early Years and Reception classes is good, and based on the areas of learning recommended nationally. Work is well planned to meet the needs of these young children, based on their prior attainment and close analysis of the baseline assessment carried out in the first few weeks in the school. In the Reception class an increasing amount of work is related to the National Curriculum programmes of study as more pupils become five years old.

21. The curriculum provision in Key Stage 1 and for the Year 3 pupils in Key Stage 2 is appropriately broad and relevant. However, the overall balance of the National Curriculum subjects is irregular and does not ensure that all subjects always receive enough time to provide worthwhile experiences. There is a strong and appropriate emphasis on English, mathematics and science which has a positive impact on raising standards. However, the amount of time devoted to physical education means that progress in other subjects and the opportunities for further development of expressive and factual writing are limited. The school has made a decision to include a non-statutory swimming component within the programmes of study for physical education, which greatly reduces the time allocated for the rest of the curriculum. Although information technology features on the curriculum, it is not yet a natural part of learning across the school. It does not feature sufficiently in the planning across all subjects and many opportunities are missed to use computers and other electronic devices to both support as a resource and to develop the pupils' capability in handling the new technology. Standards in extended writing and the development of information technology to ensure that it is fully integrated into the planning and delivery of the curriculum were identified as a weakness at the time of the last inspection and are still unsatisfactory. There is good provision for extra-curricular activities which include French, sport, drama and a school choir. The choir, which is a strength of the school, has won awards in the local music festival. The curriculum is enriched by visits to events and places of interest outside school; for example, attendance at the Junior Promenade concerts, visits to places of worship and historical buildings, and working closely with the National Trust within the locality, which is of outstanding natural beauty. The pupils also benefit from the many visitors to the school including local artists, teachers from the local consortium of small schools, the vicar who takes an assembly each week and, most recently, the Surrey Science and Technology Regional Organisation team, who led a successful science and technology week in the school.
22. The curriculum is taught through a combination of separate subject lessons, particularly in English and mathematics, and cross-curricular themes within the other subjects within a two year cycle. This ensures that pupils in differing age groups do not repeat the same work in the dual-age classes. Good provision is made for personal and social education and sex education is taught through the science programmes of study. Good equality of access and opportunity is provided within the curriculum, including good provision for pupils with special educational needs. Parents are informed of the curriculum to be covered and encouraged to support their children and invited to offer help and expertise in school. Many parents support the teachers in the classrooms on a regular basis, to very good effect.
23. Policies and schemes of work are in place for all subjects with the exception of design and technology, which is currently being drafted and for which a centrally recommended scheme is in use. Some schemes of work, often included within the subject policies, do not sufficiently detail what skills and techniques should be addressed in each year group. For example the art, music and information technology documents are general statements and do not contain sufficient detail to support teachers with their planning. However, overall the long, medium and short-term planning is good. The headteacher monitors the curriculum in action and reports back to class teachers and subject co-ordinators. Subject co-ordinators have yet to be released from their class responsibilities to monitor the teaching and learning in their own subjects. Planning for pupils with special educational needs is good. The policy and arrangements meet the Code of Practice requirements. Pupils have detailed and relevant individual education plans, which are reviewed regularly.
13. There are effective systems for monitoring pupils' attainment in the core subjects as they move through the school. Careful records are kept in the Early Years class and baseline assessment is used effectively for the early identification of pupils with special educational needs. The school has a good assessment policy and very effective procedures are in place to assess and record regularly, at least half-terminally or at the end of a topic. There is also a sound marking policy, but this is not always followed consistently by some teachers. Very good practice exists in evaluating the progress of pupils on a daily and weekly basis. This was observed during the inspection to inform planning for the teaching of individuals and groups for the following day.



14. The school meets the requirements for National Curriculum assessment in the core subjects. The end of Key Stage results are reported to the parents and governors and analysed by the teachers. The headteacher targets groups of borderline pupils for extra support. The parents receive a written report annually which meets all legal requirements. However, there is insufficient detailed information on pupils' strengths, weaknesses and progress in subjects other than English and mathematics. Appropriate targets are set for pupils' improvement.
- 25.
25. **Pupils' spiritual, moral, social and cultural development**
15. The school makes very good provision for spiritual, social and cultural education, and gives good opportunities for moral development. The ethos that all who work in the school create reflects the school's Christian foundation. Pupils are seen as valued, unique individuals and are given many opportunities to reflect on their own experiences and encouraged to think deeply. Art, music, and literature are used to very good effect to heighten awareness. Acts of worship meet legal requirements.
16. Provision for moral education is good and, although there is no agreed scheme of work, all pupils are taught the difference between right and wrong and are expected to act accordingly. Pupils are involved in making their own rules and recognise the need to consider others. All adults who work in the school provide very good examples and parents fully support the values that the school upholds. Parents are delighted with the values that are being given.
17. All pupils are given responsibilities and this helps them to grow socially. They are required to take responsibility for themselves and taught to work and play co-operatively with others. They are put into varied social settings, and regroup for several activities, which helps their social development. The school makes excellent use of its grounds and resources at lunchtime. Here a variety of games apparatus is made available and opportunities given for reading to adults. Pupils form differing social groups and assist each other. The patience of a group of girls in teaching a younger boy to skip was an object lesson in tact and perseverance. Pupils in Year 3 are given additional responsibilities, notably in introducing the youngest children into the school, and in taking a lead in serving at lunchtimes. The system through which Year 3 pupils act as National Trust Guardians on a regular basis throughout the year also helps their environmental understanding and their social growth. Pupils are encouraged to consider those less fortunate than themselves and are actively involved in raising money for local and national charities, particularly during Advent.
18. Pupils are given a very good introduction to what is best in their own culture. Well planned visits to Brooklands, and other local museums and places of interest, are supplemented with visits into the school by artists, authors, and musicians on a regular basis. These activities and an arts week are often arranged in co-operation with the three other schools in the consortium, and this spreads the expense and shares the planning. The school takes a very active part in the Leith Hill music festival and visits the Junior Proms to extend pupils' musical experiences. Classrooms are displayed sensitively with good examples of art, and the buildings and grounds reflect high quality work which has an uplifting effect on all who work in the school. Although there are no children from other cultures in the school at present, teachers make sure that there is good multi-cultural education. Festivals are used to good effect, there are well chosen books and objects to reflect cultural diversity, and members of other faiths come into the school to explain their celebrations at first hand.
29. **Support, guidance and pupils' welfare**
19. The school provides very good support for pupils' social development and academic progress. Teachers and other staff know the pupils and their families very well, and this makes a substantial contribution to the progress pupils make and the standards they achieve. Parents have great confidence in the school, and are willing to inform the school of any problems at home. There is excellent provision at lunchtime of a range of games and small play equipment that develops the pupils' social skills. Pupils have the

opportunity to play competitive games such as snakes and ladders, as well as playing co-operatively in team activities of football and netball. There is good assessment of pupils' work that teachers use to promote further progress. Teachers thoughtfully plan provision that meets the requirements of pupils with special educational needs. In Year 3, pupils are prepared for their transition to junior school by teachers setting homework that has to be completed by a given deadline, by meeting their new teachers and by visiting their next school.

20. The management of pupils' behaviour is very good, with teachers using praise and encouragement to very good effect. Teachers know their pupils so well that they notice if a pupil is unhappy or upset very quickly. This means that there is little chance of bullying occurring or going undetected. If such incidents do occur the headteacher has appropriate strategies to deal with them. Attendance of pupils is very well monitored and parents are contacted by 9.30am if a pupil is absent and the school has not been informed of the reason.
21. Child protection procedures are in place. The headteacher is the designated teacher for child protection issues and is suitably trained. Other staff have not had recent training in this area.
22. The school provides a safe learning environment. Supervision at breaks is very good. Supervisors take part in pupils' games appropriately, without dominating them. Arrangements for looking after pupils who are sick or injured are very good. Risk assessments have taken place. All staff have received some first aid training but nobody has a certified first aid qualification and this needs to be addressed.
33. **Partnership with parents and the community**
23. The school has successfully developed a very good partnership with parents. It has done this by providing very good information on the curriculum and all aspects of school life. The school regularly invites parents in to explain new initiatives such as the literacy and numeracy hours. Parents have the opportunity to come into school during science and technology weeks. Parents feel they receive good information about their children's attainment and progress through the annual reports and consultation evenings. However, the annual reports do not sufficiently focus on attainment in subjects other than mathematics and English. In other subjects the comments mainly relate to enjoyment and the areas covered. At a day-to-day level parents have the opportunity to see teachers after school or to communicate through the home reading book.
24. Parents are actively encouraged to help in school. During the inspection, parents were very effective in helping with food technology lessons and in group activities in reading. The Friends Association works very hard and raises considerable amounts of money. The school uses this money to provide extra resources for the pupils. Recent purchases include physical education equipment, early years equipment and musical instruments. Parents support the homework that pupils receive and help by listening to their children read.
25. There are good links with the local community that the school uses to promote pupils' academic and social progress. The school works in a cluster with three other local schools to very good effect, giving pupils the opportunity to see theatre groups and take part in sports afternoons. The school is close to Box Hill and Year 3 pupils are Honorary Wardens. In their regular visits to Box Hill they learn about the environment as well as developing their design and technology skills, notably in the making of bird boxes and observing their use.

36. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

36. **Leadership and management**

26. Overall, the leadership and management provided by the staff and governors are very good. The leadership of the headteacher is very strong and effective. She works closely with the governing body, staff and parents to provide a good quality of education for the pupils, enhanced by high expectations of staff and pupils. She has a clear vision and educational direction for the school based on raising achievement and enabling all pupils to make appropriate progress for their ages and abilities. She is meticulous in her management and administration, appraises the quality of her staff regularly and is readily accessible to pupils, staff and parents.

37.

38. The monitoring and evaluation of the curriculum and progress of the pupils, especially in the core subjects, is well established and effectively supports the quality of education provided by the school and the excellent ethos that has been created. In the absence of a senior management team, and with her being the only full-time member of staff, the headteacher's duties are onerous. She carries this responsibility well. The subject co-ordinators do not have sufficient release time to monitor the teaching and learning in their respective subjects. Information technology is not a well-established part of learning across the subjects and is not monitored sufficiently to ensure appropriate provision.

38.

39. Because the school is small, teachers are required to take on a number of responsibilities to ensure the National Curriculum and religious education requirements are met. The allocation of teachers to classes based on job-sharing works well, and provides a wide range of experience and expertise. All staff have appropriate job descriptions, and all have been appraised. The school is now awaiting the new regulations for teacher appraisal. A useful staff handbook contains all aspects of the school's management and organisation.

39.

40. The governors provide very good support and guidance through committees and working parties which oversee all aspects of school life. The chair of governors works closely with the headteacher on whole school issues, and other governors are linked to subjects in which they show an interest and expertise. Formal observational visits are made to the school and formal reports are filed and reported back at governing body meetings. Governors have a good understanding of the way in which the school operates and the targeted priorities. Governors have made satisfactory progress in acting on the identified issues from the 1996 inspection, notably in improving health and safety issues, maintaining the high standards of pupil attainment and putting policies for all subjects in place. There has been less progress on increasing the use of information technology and improving the comparative weakness in extended writing. Governors and staff are in a very good position to ensure that these issues are now addressed.

40.

41. The school development plan is an effective central management tool and covers all aspects of the school. However, the school's aims and objectives contained in the school prospectus are not reviewed annually. For example, they do not contain recent initiatives such as promoting good citizenship and the development of homework to extend the curriculum.

42. Day-to-day organisation and administration are very effective although the hours worked by the administrative staff are high in comparison with similar schools. All statutory requirements are met.

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

27. The number, qualifications, and experience of the teachers match the demands of the curriculum well, with the exception of information technology. The teachers have good knowledge and understanding of the National Curriculum and religious education which is clearly evident from the amount of good, and

sometimes very good and excellent teaching observed during the inspection. However, information technology is not yet a natural part of the teaching and learning process and is therefore underdeveloped.

28. Staff regularly attend meetings out of school hours, and most recently have attended meetings on the numeracy strategy introduced this term. Owing to the staffing structure, which is organised around two job-share teams, the members of which are all part-time teachers, meetings are arranged on different days of the week to enable all to be involved in decision making. All attend the monthly meeting. The headteacher relies on the goodwill of her part-time staff to attend meetings. This works well and all staff are dedicated to the needs of the pupils and their school community.
29. As the only full-time member of staff, the headteacher is the senior manager. All the other part-time teachers have class and co-ordination responsibilities and are members of either team one or team two. A music specialist teacher works on Monday afternoons and Friday mornings. The subject co-ordinators monitor planning and observe work covered in books and on display. They meet with other staff informally and at curriculum focused staff meetings. They are not involved in monitoring teaching and learning in the classrooms. This function is currently performed by the headteacher who reports back to staff and governors.
30. The unusual staffing structure and school organisation work well, with excellent co-operation from all members of staff. However, links with music and other areas of the curriculum are variable but some links do occur because of the nature of the small school. There are also many opportunities for informal discussion and planning.
31. Arrangements for the induction, appraisal and professional development of staff are in place. Although there is no induction policy, the nature of the small school lends itself to appropriate induction of new staff. This is effectively carried out by the headteacher and within the staff teams. All assistant teachers have been appraised either at St Michael's or in a previous school over the last few years. The headteacher has not been appraised within the last five years. The school awaits the new proposals for appraisal. The professional development of staff is related to the school development plan priorities, and is provided in school and by the local authority and the diocese.
32. The accommodation is in an Edwardian building, extended to include offices for administration and the headteacher. A demountable classroom houses the older pupils. This room has no toilet facilities and there is no covered walkway linking it to the main building. Although cramped, the school makes very good use of the accommodation available. The grounds are very well planned, and used to support the curriculum. There are two playgrounds, a grassed area and a science garden which has a pond which is used for science investigations. The school is kept very clean and tidy.
33. The school is well resourced for the implementation of the National Curriculum. The central and class libraries are well stocked and used effectively. There are two computers in each class, and the school has access to the internet. The large resource room houses all the central resources covering all areas of the curriculum. It is well organised and accessible. Staff are able to prepare resources and mount work on tables with materials and equipment at hand.
49. **The efficiency of the school**
34. The headteacher and the administrative team run the school efficiently, and use money well to promote pupils' attainment and progress. The funds for training and for pupils with special educational needs are used to good effect.
35. Staff, in conjunction with the governors, plan their budget carefully in relation to the educational

priorities identified in the school development plan. There are clear success criteria in this plan, allowing governors to evaluate the cost effectiveness of their decisions. The amount of hours and budget allocated to administrative staff is very high when compared with other schools of this type. The Friends Association provides extra resources for the school and these are much appreciated by the staff. Because of the small number of pupils, the school has very little room for financial manoeuvre and is at present using its remaining reserve to balance expenditure.

36. Staff are well deployed to teach the age range of the pupils, and they are well supported by the classroom assistants. However, classroom assistants are not always fully involved during whole-class teaching sessions, such as the initial part of the literacy hour or in plenary discussions. Staff use the cramped accommodation well, and ensure that it does not have a detrimental effect on the pupils' progress. The library is very well used, with classes timetabled to be taught in it as well as pupils working in it independently. With the exception of computers and listening stations, resources are well used to support the curriculum. The use of computers is unsatisfactory because they represent a substantial investment that is being underused throughout the curriculum.
37. Financial control is good. The Local Education Authority supplies monthly monitoring statements that the administrative officer, headteacher and the finance committee of the governing body analyse. The last audit report was in 1997 and only identified minor issues that have all been addressed. The school runs smoothly, with the office staff providing good administrative and financial information for the headteacher.
38. In spite of the high unit costs incurred in running St Michael's, mainly due to the small number of pupils, the school provides good value for money because of the high quality of education it gives and the good progress and attainment of the pupils.

54. **PART B: CURRICULUM AREAS AND SUBJECTS**

54. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

39. Children start in the Early Years class in the September following their fourth birthday. They attend during the afternoons only. They transfer to the Reception/Year 1 class at the start of the term in which they become five as 'rising fives' and attend full -time. During the inspection there were nine children in the Reception class and eleven in the Early Years class under statutory school age. Children in the Reception Class are taught alongside Year 1 children; those in the Early Years class have separate accommodation. The curriculum and teaching for all children under five is co-ordinated by the Reception/Year 1 teachers.
40. Children enter the Early Years class with skills and abilities broadly in line with those of other Surrey schools, but above those expected nationally. They have good social skills, very many of them having attended the village nursery. They are keen to learn and have good levels of concentration for their age. They often show real delight in their learning as when a child peeled her direct print from the surface and saw the result. Children make good progress, and by the time they become of statutory school age they have all started on National Curriculum work, have developed well socially, and covered all the required areas of learning for children of this age. Children with special educational needs are identified at an early age and given additional support, and they make good progress. The school makes very good use of assessments, which are carried out in the first few weeks after entry. Parents are informed of the results and teachers use the information very well to plan teaching to meet individual needs.
41. Staff make very good arrangements to introduce children and parents to the school. Children are very well prepared before they start through visits, special events and excellent booklets. Pupils from Year 3 are given a particular child to mentor when they first come in, and this system works very well. When children arrive during the lunchtime playtime they are brought by their parents, greeted and registered by the Early Years teacher and given the option of playing in their own area or joining with others. This forms a very positive start to their afternoon. At all times children show good attitudes, they are keen to learn and proud of their successes. They enjoy their activities and are anxious to please.
42. The Reception /Year 1 teachers and the Early Years teacher work very well together and the quality of teaching is good. Teachers know the children very well and have a sound knowledge of the needs of children of this age. Relationships are very good. Teachers plan individual sessions well, and cover all the areas of learning required in the curriculum for children under five. They manage the children very well and involve them fully in their learning. Organisation is sound, but there is a tendency for teachers to do too much for children in giving out and clearing up resources and in providing templates where children could create their own response.
43. Outdoor facilities are excellent and well used. The Early Years afternoon classroom is spacious and well provided but the Reception/Year 1 classroom is small and this limits the provision of sand and water activities for these children.

59. **Personal and social development**

44. Children make good progress and build on the skills that they have. The good opportunities to work as individuals, in small groups and as part of a class help them to grow socially. Children co-operate with each other very well and relate well to older pupils and staff. They are known to all in the school, and here the size of the school is a positive factor. They learn to take turns and their concentration levels increase. They respond well to the encouragement and praise that teachers give them, and know that if they are injured or upset they will be comforted. They feel very cared for, and this security is a very positive factor in their social development.

60. **Language and literacy**

45. Children enter with a wide range of linguistic skills, but they are generally above those expected nationally. When they become of statutory school age children speak with confidence, using a wide vocabulary for their age, and have good listening skills. Children are introduced to books very well. These are very carefully chosen for the quality of their illustration and writing. Books are taken home from the first day and there is an excellent partnership with parents which helps greatly in the development of reading skills. Books are a central part of the school and book bags containing toys, activities and well chosen texts provide a very stimulating learning resource for young children. By the time children enter Key Stage 1 they can all handle books well, make sense of simple texts and enjoy reading. They form letters well and have a good knowledge of letter sounds.

61. **Mathematics**

46. Attainment is in line with national expectations on entry. Children make good progress and, by the term after their fifth birthday, can count to ten, make number patterns using the games and materials provided, and record numbers to ten accurately. They use larger numbers within their experience well. They can recognise and reproduce common two-dimensional shapes. Teachers use number games to good effect and put children in situations involving simple adding and subtracting in all parts of the curriculum. The only weakness in teaching of mathematics is that the computer is seldom used.

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

47. Children gain good understanding of the world around them for their age. They have a very good knowledge of the human skeleton and can label parts of the body. Children have a good knowledge of plants and other living things. They recognise different types of houses and know the main features of their village and area. Children have basic skills in giving directions, and understand changes in weather. They can talk about their observations and record them in drawing. They treat living things with real care and concern.

63. **Physical development**

48. Teachers plan their work very well and this, together with the good resources, leads to good physical development in all children. A wide range of opportunities is provided, notably the lunchtime playground activities, and these have a very positive effect. By the time children are five they can respond well to music, use their bodies well to express movement and run, jump, change direction and balance appropriately. They are confident in their movements, can catch and are learning to throw accurately. Their co-ordination is good and they can use tools to cut and colour with increasing dexterity.

**Creative development**

49. Children respond well to the activities and the environment provided and make good progress. The quality of display and the careful selection of materials given to children to handle have a very positive effect on learning. They work well with brushes and modelling tools and can express themselves boldly and with good use of colour in art, and make models to their own satisfaction. They respond well to music, can sing together and identify musical instruments and experiment with them happily.

65. **ENGLISH, MATHEMATICS, SCIENCE AND INFORMATION TECHNOLOGY**

65. **English**

50. At the end of Key Stage 1 pupils achieve standards well above the national average in speaking, listening and in reading. Standards in writing are above the national average. In the 1998 National Curriculum tests for seven year-olds, standards gained in English were well above those achieved by most schools nationally, and above those in similar schools. When pupils leave the school at the end of Year 3, following their eighth birthday, most achieve the levels expected of nine year-olds.
51. Results from the last three years show similarly high standards. Girls perform better than boys, but not at a significantly greater extent than nationally. The 1999 National Curriculum test results are similar to those of 1998 with a high number of pupils gaining a level higher than expected for their age in reading, but not in writing. There are very real strengths in listening, speaking and in the mechanical aspects of writing. Extended writing, although of a good standard, is a comparative weakness. This is because not enough time is given to it, and writing skills are not used in enough variety or sufficient length in other subjects.
52. Pupils of all abilities make good progress throughout the school. Higher attaining pupils are extended, challenged, and produce work of good quality notably in reading and gaining information. Pupils with special educational needs are very well supported and make good progress. The very careful grouping and regrouping of pupils is a very positive factor in ensuring pupils are given work which matches their attainment, and this helps to ensure good progress.
53. Most pupils enter the school with well developed speaking and listening skills for their age, and these are further developed as pupils move through the school. Teachers give good patterns for speech and insist on correct use of English. Vocabulary is widened and technical terms are introduced, used correctly. Pupils speak clearly and with interest, they can answer questions and also ask them. By the end of Key Stage 1, pupils can participate confidently in discussion and express themselves vividly. Good examples were noted of pupils summarising what they had done in group work to the whole class, and taking an active part in assemblies. They can discuss issues with a partner very well. Pupils listen to instructions carefully and with good attention when they are being given information. Drama and role-play are used to very good effect.
54. Reading is a strength of the school. Governors and staff give a very high priority to it, and it is seen as the most essential tool for further learning. Teachers use a variety of methods, including phonics, and match teaching very closely to individual needs. Direct teaching is given, with ample opportunities provided for reading individually, in pairs or in groups. Pupils read very regularly to teachers, classroom assistants and volunteers. A good home and school reading system is in place, and all these factors help pupils to make very good progress. Pupils were observed at lunchtimes reading in the playground bower to the headteacher and other teachers, underlining the fact that reading is a very natural and enjoyable part of the school day. Reading tests are set twice a year, in addition to other tests, and the results are carefully monitored. Pupils are encouraged to read for enjoyment and are taught how to get information from books. Pupils in a Year 3 class were very successful in selecting the correct book and using the contents and index page in gaining answers to specific questions. They are also able to gain information from the internet. Book weeks are held twice a year, pupils meet with authors and this makes books come alive. Pupils handle books very well and enjoy reading. Careful selection of books for their quality of text and illustration is a very positive factor in gaining these high reading standards.
55. Standards in writing are above national averages, particularly in handwriting, spelling, and punctuation. Pupils are taught to write legibly, with good letter formation, and this leads quickly into using joined script. Writing areas are created in all classrooms and a good variety of writing materials



is provided. Pupils write well-formed sentences and later learn to paragraph. Good teaching is given in how to structure stories, and how to use a dictionary and thesaurus. Creative writing remains, from the last inspection, a comparative weakness. This is because too little time is given to it, there is insufficient poetry and letter writing, and writing is not used enough in other subjects, which themselves are very limited for time.

56. Pupils have very good attitudes. They enjoy the activities, are eager to take part and proud of their progress and achievements. They work very well together and take great care of books and other apparatus. They are very responsive and most complete the tasks which they are set and present their work neatly and well. Pupils particularly enjoy writing or displaying their responses on the teacher's whiteboard.
57. The quality of teaching is very good. All lessons seen were at least satisfactory; almost all were good, very good or excellent. All teachers have good knowledge and expect highly of pupils, they plan their lessons very well and are careful to explain what is to be learned at the outset of lessons and review progress at the end. They have introduced the literacy hour very well and can see its positive value. They are now looking at how to bring writing into their teaching more fully. A very positive factor in the quality of teaching is the way in which pupils are regrouped into year groups for the literacy hour and the excellent use of classroom assistants, volunteers and governors in group reading. All teachers use assessment very well to make sure that learning is closely matched to attainment. Classroom assistants are not used to good effect in the whole class sessions at the start of literacy hours. The excellent teaching given to a Year 3 class centred around how to gain information from text. The teacher gave the pupils confidence and structured the activities very carefully so as to ensure that all succeeded. The pupils left the lesson exhausted but delighted with their newly gained skills. Homework is used well and, as pupils move through the school, increases in difficulty and amount.
58. Governors and staff put a strong emphasis on the teaching of English, and it is appropriately given some thirty per cent of the total teaching time. The curriculum is well planned other than in the use of computers and in using writing skills in all subjects. Assessment is thorough, well used, and has a positive effect on learning and progress. Reports are adequate and parents are given good information as to what is being taught and how they can help their children's learning. Experiences are considered in depth, which helps spiritual growth, and there are very good opportunities for social and moral development. Good cultural experiences are given through stories and in drama.
59. The headteacher is the English curriculum co-ordinator. She provides very strong leadership and monitors teaching and evaluates standards to very good effect. Governors provide very good support. There are excellent resources. Books are very well chosen and sensitively displayed. The school library is excellent and there are very good collections of books in all classrooms. Good use is made of tape recorders. However, although there are sufficient computers these are not used enough.

75. **Mathematics**

60. By the end of Key Stage 1 the seven year-old pupils are attaining levels above those gained nationally. At age eight, in Key Stage 2, the pupils are maintaining these above average levels. In the 1998 national tests the results were close to the national average at both level 2 and 3 or above. Taking the three years 1996 to 1998 together, the figures show that the pupils' performance in mathematics was well above the national average. The results of the 1999 National Curriculum tests indicate an overall improvement on those gained in 1998 at both levels 2 and 3, with all pupils achieving at least level 2.
61. There is a strong emphasis on using and applying mathematics, and this brings relevance and meaning to the pupils' learning. The younger pupils can add and subtract numbers accurately and count in different ways. The older pupils have a developing understanding of the four rules of number. The pupils have an appropriate knowledge and understanding of place value and can solve simple problems.

By the end of Key Stage 1 they can collect, record and interpret information in different ways, for example in graph form or using computers. However, computer assisted learning is not a natural and integral part of the learning process and does not feature fully in the planning of lessons. Pupils work competently with numbers both orally and mentally, supported by mental arithmetic sessions. However, these sessions do not sufficiently build on previous learning and, in one lesson in the older class, the pupils were slow to react to the teacher's questions. Mental arithmetic is a comparative weakness. Pupils investigate simple problems, can identify a range of shapes and record and tell the time well. Mathematics supports other areas of the curriculum well. Pupils have good attitudes, generally complete their tasks and work well together.

62. Pupils of all attainment levels are making good progress. They can recall their previous work and review learning objectives at the conclusion of lessons when planned. Opportunities for pupils to review the progress they have made in lessons do not always occur as a regular lesson routine. The numeracy strategy focus was observed during the inspection. The clearly defined framework of the lessons was seen to support the pupils' learning effectively. The pupils in both mixed-age classes were given opportunities to work in their respective age groupings, which were also subdivided into ability groups. This enabled them to work at appropriately challenging tasks for their age and attainment. The Year 3 pupils were able to identify shapes using more than one line of symmetry. The pupils with special educational needs are well catered for and make good progress throughout the school. All pupils have very good attitudes and enjoy their learning.
63. The overall quality of teaching is good. Some satisfactory and some very good teaching were observed during the inspection. The teachers generally have high expectations of their pupils. The teachers are well qualified and experienced and have good subject knowledge. There is good support provided by the classroom assistants who confidently lead year group tasks under the guidance of the class teachers. These sessions were not always monitored sufficiently by the class teachers. The pace of the lessons moved the pupils on appropriately, although in one lesson in the younger class a group of pupils spent too long at a cut and colouring activity. The best lessons had good structure, including the recall of previous learning and the sharing of the learning intentions with the pupils. Challenging tasks were set and the review of progress made at the conclusion of the lesson was effective. All pupils were aware of the routines and procedures for lessons and responded well to their teachers' high expectations. The teaching was less effective when the structure was inappropriate, the noise level too high and the monitoring of other groups limited. Mental arithmetic sessions were not always sharp enough. Computer assisted learning was not a regular feature in the lessons inspected.
64. There is a useful written policy in place. It has yet to be revised to take account of the national numeracy strategy. There is no recognition of computer assisted learning. The school uses commercial schemes of work as well as teachers' own devised worksheets. Good assessment procedures are in place and assist planning in the short and medium term. Marking is consistently used across the school but is not always diagnostic. The co-ordinator offers guidance to staff and analyses the attainment and progress achieved by the pupils. The headteacher monitors the teaching and learning and reports back to the co-ordinator and class teachers. Planning is carried out by the class teams all of whom are part-time teachers. Communication networks in the school are good, which supports curriculum continuity and the progress made by the pupils. Effective training for staff in the numeracy strategy has taken place and parents have been informed of the new strategies.
65. The resources for mathematics are very good. They are of good quality, deployed well and used effectively. There is a range of computer software that supports the curriculum. However, the two computers in each class were not fully used during the inspection.
81. **Science**
66. Pupils' attainment was judged to be above the national average at level 2 or above in the 1998 teacher assessments at Key Stage 1. Over one third of seven year-olds in 1998 were judged to be above the

national average at level 3. The teachers' assessments for 1999 show that this high level of attainment has been maintained. By age eight in Key Stage 2 the pupils are maintaining these good levels. Pupils of all attainment levels make good progress, and those with special educational needs are well supported and make good progress. Scrutiny of the pupils' work indicates that the school has addressed planning for the match of work to the needs of the different ages and abilities and established an appropriate balance between knowledge and investigations referred to in the last inspection report.

67. The pupils are developing good knowledge and understanding. They know about the properties of different materials, and can apply their previous learning to current work. For example, the older pupils were able to devise fair tests to support their work on forces. These pupils use scientific language well and are given good opportunities, during class discussion, to share their own scientific knowledge. The younger pupils researched the textures of different surfaces in their work on the sense of touch. They also have a good understanding for their age of how messages are translated by the brain and transmitted through the nervous system.
68. The pupils make good progress in their lessons and over time, including those with special educational needs. As they move from the younger class to the older class, they develop their investigative skills and deepen their understanding of fair testing. They devise more sophisticated methods of recording their results and evaluate their work more critically. However, the use of computers is not yet a natural part of their learning. Pupils broaden their knowledge of the properties of living and non-living materials and describe them in greater depth. They extend their scientific vocabulary and gain confidence in the use of materials and equipment well. Pupils have very good attitudes and take a very active part in their learning.
69. The quality of teaching is very good across the school. Planning is in depth and the work appropriately matched to the needs of the differing ages and abilities in both classes. Teachers have good subject knowledge and convey their confidence to the pupils. The structure of the lessons observed during the inspection included a variety of strategies to support the pupils' learning. These included a good balance between discussion and activities. The pupils were given opportunities to review how well they had achieved the learning objectives of the lessons. Teachers assess the progress made by the pupils very effectively and record their observation half-termly or at the end of a project, and this assists the further planning of lessons.
70. A useful policy is in place and is being revised to encompass new initiatives and good practice. The school-devised scheme currently being trialled is based on a two year cycle of topics. This ensures that the pupils in the mixed age classes do not repeat the work. Other agencies also support the science curriculum. For example, most recently, a science and technology week run by the Surrey Science and Technology Regional Organisation team worked with pupils in the younger class on the human body and with the older class supporting their work on forces. These opportunities enrich the science curriculum for the pupils and extend their knowledge and understanding.
71. Science is well resourced and materials, equipment and books are of good quality, plentiful, and well used. A study garden created in the grounds of the school offers very good research and investigative opportunities. The pond is well used as a learning resource and appropriate equipment is provided.
87. **Information technology**
72. The standards achieved by the pupils in information technology are variable and at best only satisfactory. Many pupils have computers of their own at home, and some of these pupils have well-developed skills. There are too few planned opportunities across the curriculum to ensure computers and other electronic equipment form a natural part of the learning process. Although computers were turned on, they were rarely used to assist the learning in most lessons during the inspection. There has been an increase in resources but insufficient progress since the last inspection in the development of the subject, which is still not fully integrated into the planning and delivery of the whole curriculum.

73. Pupils' attitudes to working on computers are good and they respond well to the planned tasks. Their progress where activities are given is satisfactory. They show confidence in the work that is planned for them and, sometimes, they are able to use their own experience and skills. Much of the work involves word processing and activities involving simple control technology. The school has a floor robot, which enables pupils to give directions and commands that produce a variety of outcomes. Opportunities for communicating and handling information are limited and by age eight many pupils are not retrieving, processing and displaying stored information. There is limited use of the internet in Year 3. Listening stations available in both Key Stage 1 classrooms were underused and opportunities; for example, to use the electronic keyboard to support composing in music, and cassette recorders to improve performance, are often missed and do not appear in the teachers' planning.
74. The quality of the teaching is at best only satisfactory. The teachers' subject knowledge and confidence is limited, and they have had minimal training. Most of the teaching takes place alongside pupils working on the computer. It is reported that a volunteer comes in weekly to work with one Year 3 pupil. A useful directive, recently issued by the co-ordinator, outlines the most effective teaching strategies that should be employed including teaching computer techniques and skills in year groups. Teachers have also completed a confidence and competence audit sheet to assist the co-ordinator in identifying deficiencies and providing support. This is long overdue. Focused monitoring of the planning and the quality of the teaching and learning has yet to improve the nature of information technology in the school curriculum. Teachers do not make sufficient use of assessment to match what is taught to the varying needs of pupils.
75. The school sees the future for information technology as important and has very good hardware, both in quality and quantity. There are plans to introduce more pupils to the internet and E-mail. For this to happen staff must be better informed, provided with appropriate training and show a greater willingness to get involved.

91. **OTHER SUBJECTS OR COURSES**

91. **Art**

76. Owing to the timetable arrangements for the week of the inspection no art lessons were observed. Evidence gathered from discussions with the co-ordinator and pupils and through a scrutiny of work samples, displays and photographic evidence, indicates that the pupils attain satisfactory standards and make satisfactory progress in all aspects of art. Pupils work with a range of materials and equipment to create a variety of sound quality compositions and models, often to support other areas of the curriculum. The balance of activities provided has been addressed since the last inspection, and pupils have appropriate experiences and have more frequent opportunities to work imaginatively.
77. The younger pupils' close, first hand observational drawings of a skeleton in charcoal and pastels showed good care and attention to detail, with accurate shading. Also on display were examples of painting, collage, model making, patterns and illustrations. The large and impressive representation of the giant depicted in 'Jack and the Beanstalk' is a good example of the pupils working collaboratively on a large-scale project. Some very young pupils were using the computer to create their own pictures. The older pupils show good skills in model making, and also have the opportunity to work collaboratively making a quilt, which is an annual feature within the art curriculum. There were also examples of batik, collage, sewing, painting and drawing. Individual previous work - of medal winning quality, in the case of a painting of a whale - is of very high quality.
78. From the evidence available it is not possible to make an overall assessment of the quality of teaching. However, opportunities are sometimes missed in developing the pupils' skills and techniques when

supporting other areas of the curriculum. For example, a colouring and cut and paste activity in a mathematics lesson did not support the development of these skills. Teachers plan appropriately, supported by an art policy. There is still no detailed scheme of work, but good support materials are available in the resource room to support the planning. The headteacher, who is also the art co-ordinator, monitors the teaching and learning and reports back to members of staff.

79. Resources are plentiful, in good condition and used well. The locality is used very well to support the art curriculum. Visiting artists, some from within the parent group, further enrich the art provision in the school. An arts week is held annually within the local schools' consortium and teachers offer an art skill which they teach in a different school. Working closely with other schools extends the opportunities that are available and enriches pupils' experiences.

95. **Design and technology**

80. Owing to timetabling only one lesson was inspected and no judgement is made on the quality of teaching. Inspectors scrutinised pupils' work and examined evidence of previous activities. Pupils at the end of Key Stage 1 and when they leave the school at the end of Year 3 attain standards that are appropriate for their age. They can construct simple models, some of which move, and cook following a simple recipe, having assembled the ingredients. The air driven models made recently are very well constructed and have required pupils to make and strengthen a chassis, attach wheels and use tools to shape recycled materials. Pupils' making skills are in advance of their designing abilities, and many of the models are made to a provided pattern. Pupils are at present undertaking a long term designing and making project in growing willows in order to construct an outdoor willow hide. There is good evidence of pupils having been involved with parents in constructing their own pond.

81. Pupils have very good attitudes, enjoy their activities and can talk readily about their successes. They make satisfactory progress as they move through the school. They were delighted with the process of mixing biscuit dough and worked very well together. They complete their tasks and are proud of what they make. They respond very well to parents who come in to assist and had benefited greatly from a recent science and technology week involving a visit, arranged through the small school consortium, of local engineers, including a governor, who worked directly with pupils on making models that moved. The Surrey University technology bus also parked near the school at this time to extend the resources that were needed. The school hopes to make this a regular event.

82. The curriculum is based on recent guidance from the central curriculum agency and provides worthwhile learning opportunities. The curriculum co-ordinator gives good leadership and is looking to bring more creative elements into the teaching and learning. There are good resources which are well used. Very good use is made of the school's grounds to extend opportunities for learning.

98. **Geography**

83. It was only possible to inspect one lesson of geography and for this reason no judgement is made on the overall quality of teaching. Inspectors examined a selection of pupils' work, noted photographic evidence of previous activities and talked with pupils to assess their knowledge and understanding. Pupils at the end of Key Stage 1 attain standards similar to those expected nationally. When they leave the school in the July following their eighth birthday their knowledge, skills and understanding are appropriate for their age.

84. Seven year-old pupils have an appropriate knowledge of their own locality, particularly of farming and of the importance of the Box Hill area. They have studied places in Africa, as contrasting areas, and can use and construct simple maps. The scheme through which Year 3 pupils are linked with National Trust Wardens, and spend some ten sessions a year working with them, develops a high level of knowledge of physical geography and a real understanding of environmental issues. When pupils leave

the school at eight, their skills and knowledge in these aspects are higher than nationally expected. They are very proud of the National Trust Assistant Guardians certificates that they gain.

85. Pupils of all abilities make satisfactory progress, but this is not as much as it could be because only two per cent of the curriculum is given to geography in Years 1 and 2, and too little time is given for skills to be fully developed or to allow sufficient recording in writing, drawing or in constructing charts. Because time is short teachers often make worksheets for pupils to complete rather than get them to use the literacy and numeracy skills they have, and this means that progress is not as great as would be expected. In Year 3 pupils are given more time and progress is good. Pupils have very good attitudes and express particular enjoyment in their practical work.
86. There is a satisfactory policy, and the curriculum co-ordinator attends courses to ensure that it is kept up to date. The co-ordinator advises teachers and assists them in selecting visits, but does not monitor the quality of teaching or evaluate standards. The link governor takes a very active role and supports teachers in their work to good effect. Resources for geography are very good, and teachers make excellent use of the school grounds and immediate locality, and this has a very positive effect on the quality of learning. A policy has been written as required in the last inspection.

102.

### **History**

87. Only one lesson was inspected, owing to timetable arrangements, and for this reason no judgement is made on the quality of teaching. Inspectors examined samples of pupils' work, looked at photographic evidence of recent activities and talked with pupils to assess their attainments. At the end of Key Stage 1, and when they leave the school in the July following their eighth birthday, pupils attain standards that are broadly similar to others of the same age nationally. Pupils can identify the differences between rich and poor families living in 1899 and compare these conditions with their own lives. They use relevant vocabulary, including 'attic', 'governess' and 'butler', effectively, and recognise the constraints of not having electricity. Pupils can get information from books, pictures, and real objects of the period effectively. All pupils can detect differences, but find the identification of similarities much more difficult. Year 3 pupils are beginning to get a sense of time through the careful construction of time lines and good displays. Pupils have an appropriate knowledge of famous people from the past, mainly through stories and from shared reading in literacy lessons.
88. Although pupils make satisfactory progress the small amount of time given to the subject (just two per cent of the curriculum), means that progress is not as good as would be expected. Not enough time is given to allow pupils to express themselves fully and to use the writing skills that they have. Progress is best where visits are used and all the senses are used in making and recording observations. Particularly good work was noted following the visit to Brooklands museum associated with the history of transport. Pupils have good attitudes, are keen to learn, and interested in their activities. They work well together and can ask as well as answer questions.
89. There is a satisfactory policy which has been written as required in the last inspection report. The curriculum is organised through topics and provides worthwhile experiences but these are not developed sufficiently because of the shortage of time. Assessment is used appropriately and attainment reported to parents, but in insufficient detail. There are very good resources and these are well used. The school's own Log Books are used very effectively as is the village as a resource for learning. Teachers borrow objects from museums to add to their own collection, and this makes learning real. The curriculum co-ordinator has good knowledge and assists teachers in their planning but is not directly involved in monitoring of teaching or in evaluating standards.

105.

### **Music**

90. Overall the standards achieved by the pupils are in line with those expected nationally, and the pupils

make good progress. The quality of the singing is a strength of the school and well supported by a school choir which is successful in the local music festival. Pupils sing with enthusiasm, and older pupils can sing in parts confidently with attention to intonation, pitch, and expression. Some good unaccompanied singing was in evidence in the assemblies. Pupils listen attentively to music during assemblies and in lessons, and are introduced to a good range of music.

91. The pupils' attitudes to music are very good, and they respond well in lessons. They take pride in their ability to perform, and are given many opportunities to sing solo, which they do willingly and with growing confidence. They listen carefully to suggestions and constructive criticism. They work together very co-operatively. Teachers and other adults accompany the singing with piano and guitar well.
92. The quality of the teaching provided by the specialist music teacher and the class teacher observed is good. It reflects expertise and high expectations. The lessons are well planned, lively and led enthusiastically. Pupils are challenged and expected to perform well. Teachers provide opportunities for pupils to experiment with a variety of instruments, both pitched and non-pitched. Recorder groups are well supported and the teaching is developing good tuneful outcomes. The use of the electronic keyboard to develop composition is limited and there is little use of the cassette recorder to support learning. Planning for assessment and the recording of progress still has to be developed. The music specialist has limited access and links to the class curriculum.
93. Music is well resourced with a variety of instruments, books, tapes and other recordings. The instruments are accessible, some housed on a trolley for easy access to classrooms. Pupils attend concerts both locally and in London; for example, the Junior Promenade Concert at the Royal Albert Hall. They also perform regularly in dramatic productions, which also involve parents, Friends of the School, and former pupils.

109.

### **Physical education**

94. Standards are in line with national expectations at the end of Key Stage 1 in movement, athletics, games and gymnastics and well above expectations in swimming. When pupils leave the school in the July following their eighth birthday, they have physical skills appropriate to their age. Pupils can use their bodies to good effect in controlled movements, and can put movements together into sequences. They can throw and catch effectively, and take part in small team games to their own satisfaction. Pupils respond well to music and can move sensitively to this stimulus. Pupils show good ability in following instructions and in acting independently. They set up and put away apparatus safely and efficiently. It is reported that all seven year-olds can swim 25 metres and that in the last ten years only one pupil has left the school unable to swim. All pupils make satisfactory progress in developing their physical skills. The only limitation is in the cramped conditions in the hall which restrict movement, even when classes are subdivided into year groups.
95. The quality of teaching is good. Teachers are correctly dressed for the activities and prepare their lessons well. All lessons have a good structure and include warm up activities, clear teaching points and cool down and review sessions. Teachers insist on proper safety standards, and lessons proceed with good pace. Teachers encourage their pupils and use them as good examples for others to copy. Teachers use humour well but insist on good quality work. Pupils are required to consider their own performance and look for their own improvement. In a very good music and movement session the teacher insisted that pupils listened intently and planned with their partners before moving. This had a very positive effect on the quality of performance. All teachers give physical education and have a good knowledge of the requirements of the syllabus. They use observations to form assessments as to attainment, and use these well to plan lessons.
96. Pupils have good attitudes to their learning and enjoy physical activities. They work very well together

in small groups and individually. They are pleased with the improvements in their own performance. They learn readily from each other. All pupils are changed into appropriate clothing and in indoor sessions work with bare feet, which improves the quality of movement.

97. The curriculum is appropriately broad and governors and staff see the teaching of swimming as of particular importance, even though this is not a National Curriculum requirement for pupils of this age. Some nine per cent of curriculum time is given to physical education; this means that other subjects have less time allocated and this slows progress. In addition to class lessons there is a sports club held in the summer months and almost all pupils from Years 2 and 3 attend. Lunchtime activities are organised in the playground and grounds on a daily basis, ranging from the use of wheeled vehicles through small games apparatus, stilts, skipping, ball games, playground draughts and snakes and ladders to quiet pursuits including reading. This forms an excellent programme of extra-curricular activities and has a very positive effect on physical development.
  
98. The curriculum co-ordinator gives good support and guidance to her colleagues but does not monitor the quality of teaching or evaluate standards. However, governors take a very active part in visiting lessons and acting as a curriculum link. There is a sound policy and the scheme of work indicates what is to be taught when. The school grounds are excellent and are used well for physical activities. The hall is very small, which means that classes have to be subdivided to use it, and even so it limits the movement that is possible and desirable. Governors have plans to extend the hall in the near future. There is very good provision of fixed and small apparatus.



114. **PART C: INSPECTION DATA**

114. **SUMMARY OF INSPECTION EVIDENCE**

99. The inspection was carried out by a team of two inspectors over three days and one inspector over one day. During the period of the inspection, 33 lessons or part lessons were observed, adding up to a total of just over 16 hours. Inspectors attended school assemblies and registration periods in all year groups. Samples of pupils' work were examined for each class for the current academic year. A comprehensive range of school documentation, including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register was inspected.
100. In each Key Stage 1 and Key Stage 2 class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
101. Discussions were held with members of staff, governors, pupils, parents and administrative assistants. A parents' meeting held prior to the inspection was attended by 16 parents, at which they expressed their views about the work of the school. A meeting with the chairman and 13 other governors was held just before the meeting with parents. The responses to the 26 questionnaires completed by parents were taken into account during the inspection.
102. The budget figures and the most recent audit report were examined.

## 119. DATA AND INDICATORS

### 119. 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 – Y3	57	1	8	4

### 119. Teachers and classes

#### 119. Qualified teachers (YR – Y3)

Total number of qualified teachers (full-time equivalent):	3.02
Number of pupils per qualified teacher:	18.87

#### 119. Education support staff (YR – Y3)

Total number of education support staff:	2
Total aggregate hours worked each week:	49
Average class size:	28.5

### 119. Financial data

Financial year:	1998
	£
Total Income	144,055
Total Expenditure	144,255
Expenditure per pupil	2,722
Balance brought forward from previous year	0
Balance carried forward to next year	- 200

119. **PARENTAL SURVEY**

Number of questionnaires sent out: 51  
 Number of questionnaires returned: 26

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	69	31	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	28	0	4	0
The school handles complaints from parents well	22	61	9	9	0
The school gives me a clear understanding of what is taught	64	36	0	0	0
The school keeps me well informed about my child(ren)'s progress	56	44	0	0	0
The school enables my child(ren) to achieve a good standard of work	60	40	0	0	0
The school encourages children to get involved in more than just their daily lessons	48	48	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	52	32	16	0	0
The school's values and attitudes have a positive effect on my child(ren)	65	27	8	0	0
The school achieves high standards of good behaviour	65	31	4	0	0
My child(ren) like(s) school	81	15	4	0	0

Almost all parents were very positive about all aspects of the school. Over half the parents either returned questionnaires or made comments. All parents applauded the school on the high standards of work, the behaviour gained, and the involvement they had with the school.