

INSPECTION REPORT

Godalming Junior School
Godalming

LEA area: Surrey

Unique Reference Number: 125044

Headteacher: Mr D E Andrew

Reporting inspector: Mr M J Fitzgerald
1246

Dates of inspection: 15 – 18 November 1999

Under OFSTED contract number: 707826

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Gordon-Smith
Date of previous inspection:	4 – 7 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Fitzgerald, RgI	English; Religious education; Special educational needs; Equal opportunities.	Attainment and progress; Teaching; Leadership and management; Staffing; Efficiency of the school.
Elizabeth Cooke, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Accommodation.
Martin Cox	Mathematics; Design and technology; Information technology; Art; Music.	Curriculum and assessment; Learning resources.
James Walsh	Science; French; Geography; History; Physical education.	Pupils' spiritual, moral, social and cultural development.

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MAIN FINDINGS

What the school does well

- The strategies used to raise standards in English, mathematics and science have been consistently successful over recent years.
- The school is well led by the headteacher and the deputy headteacher.
- The quality of the teaching is good and, on occasion, very good.
- The attitudes of boys and girls to learning are generally very good. Pupils usually behave very well in lessons.
- The arrangements for setting targets for learning for all pupils in English and mathematics are organised well.
- The teaching is effective in helping all boys and girls, including pupils with special educational needs (SEN), to make progress.
- Lessons start promptly. Punctuality is good.
- The National Literacy and Numeracy strategies have been introduced successfully.
- The provision for moral and social education is good.
- Links with the local community are very good. They enrich the curriculum for the pupils.
- The curriculum is effectively managed and developed. This helps pupils to make progress.

Where the school has weaknesses

- I. Pupils are not making satisfactory progress in information technology (IT) and in religious education.
- II. The teaching and daily planning are not monitored effectively enough by the headteacher and the subject co-ordinators.
- III. The evaluation of the way in which the money spent each year contributes to raising pupils' standards is not systematic enough.
- IV. The preparation of pupils for life in a multicultural society is not always reflected adequately in the school.
- V. The use of assessment is not satisfactory in subjects other than English, mathematics and science.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The key issues from the last inspection have been successfully addressed, except for IT and the provision for pupils for life in a multicultural society. These key issues remain areas for improvement and plans are in hand for IT during this current year. The departure of experienced staff has slowed the pace of these developments. The planning of work for subjects has improved. Standards in mathematics and science have been raised as a result of significant improvements in staff expertise. There is a systematic work programme for subject co-ordinators but it is too early for this to have a marked effect on standards, except in English. Other successful improvements introduced include teaching groups based on prior attainment in mathematics, termly target setting for pupils in English and mathematics and additional tuition to prepare pupils for Key Stage 2 tests. Considerable improvements have been made to the environment of the school and more are planned. The key reasons for the improvements are the good quality of the teaching, the way in which staff have been enabled to work together by senior management and the shared commitment of all staff to help pupils to succeed. The school is well placed to make further improvements.

Standards in subjects

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

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

Results in English, mathematics and science have improved over the last four years. In comparison with all and with similar schools in 1999, test results in English were well above average, results in mathematics were average and results in science were above average. The results of girls are higher than boys in English but not in the other subjects. Standards observed in Year 6 during the inspection were not quite as high as in the 1999 tests. This reflects differing levels of attainment on entry. All pupils make good progress in these subjects.

Standards in the work observed in music and physical education (PE) have risen since the last inspection and are now above average. Standards have been maintained in art and French and are also above average. Boys and girls make good progress in these subjects. Standards in design and technology, geography and history are average and have been maintained since the previous inspection. In IT, standards at best are only in line with expectations by the age of 11. Pupils make unsatisfactory progress because of insufficient opportunities to use computers. In religious education (RE), standards overall are average but overall progress is not satisfactory because of limited teaching and assessment in some classes.

Quality of teaching

Teaching in:	7 – 11 years
English	Good
Mathematics	Good
Science	Good
Information technology	Satisfactory
Religious education	Satisfactory
Other subjects	Good in majority

The quality of the teaching is good. During the inspection, teaching was at least satisfactory in 98 per cent of lessons. Of these, it was good in 43 per cent and very good in 23 per cent of lessons. Teaching was unsatisfactory in only 2 per cent of lessons. Some of the most effective teaching occurs in Years 3 and 6. As a consequence, pupils often make good progress in their learning in these years.

Teaching is good in English, mathematics, science, art, geography, French, music and PE. Teaching of design and technology and history is satisfactory. The limited amount of teaching observed in IT is at best only satisfactory. Computers are used too infrequently because of the teachers' limited knowledge and confidence. In RE, the overall quality of the teaching observed was satisfactory but there were a number of weaknesses.

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	Generally very good in lessons; behaviour in the playground is sometimes boisterous.
Attendance	Satisfactory; no unauthorised absence.
Ethos*	Relationships are very good. The vast majority of pupils are keen to learn, except for a few pupils. Overall, the atmosphere in classrooms is caring and purposeful. There is a good commitment to raising standards.
Leadership and management	Good; effective teamwork between the headteacher and the deputy headteacher has led to a range of improvements. Co-ordinators have begun to monitor and assess work in their subjects. There is not enough formal evaluation of initiatives or monitoring of the teaching and the weekly planning for the teaching.
Curriculum	The overall curriculum is broad and relevant, but the provision for IT and RE is not sufficient. The planning of the curriculum overall is good. Extra-curricular activities are good. They help pupils who take part to improve their skills.
Pupils with special educational needs	Provision is good. There is good liaison between special needs staff and class teachers about the needs of individual pupils. Pupils generally make good progress. Teaching is usually at least satisfactory and most frequently good.
Spiritual, moral, social and cultural development	Good provision for moral and social development; satisfactory provision for spiritual and cultural development.
Staffing, resources and accommodation	Sufficient, qualified and experienced staff; limited expertise in IT. Staff turnover has slowed the pace of some developments. Resources overall are good, except for RE in classrooms. The accommodation is adequate, although space for indoor PE is limited. All of the accommodation is used carefully and efficiently.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school

- VI. The children achieve a good standard of work.
- VII. The positive attitudes and values which the school promotes.
- VIII. The good behaviour of the pupils.
- IX. Parents feel very welcome in the school.
- X. Their children like school.

What some parents are not happy about

- XI. Pupils' annual reports do not give a clear
- XII. Parents' meetings too rushed.
- XIII. Not informed soon enough if their

Inspectors' judgements support the positive views of parents. Pupils generally make good progress. Teachers monitor pupils' personal development well. The vast majority of pupils behave very well in lessons. Parents give good support to the school.

Some parents' concern that they are not involved soon enough if their child is experiencing difficulty is not supported by evidence from the inspection. Teachers are readily available to parents on a daily basis. The school's system for informing parents about pupils' progress is sound.

Evidence from the inspection indicates that parents' concerns about pupils' annual reports are partly justified. In subjects other than English, mathematics and science, the reports do not give a full enough picture of a pupil's strengths and areas for improvement. Some parents' concerns that consultation meetings in autumn and spring are too rushed and lack privacy are also partly justified. Interview times are reduced to suit parents. Some parents arrive late for their own appointments. Individual discussions in classrooms lead to some lack of

privacy. The school is considering alternative arrangements.

KEY ISSUES FOR ACTION

The governing body and headteacher should:

improve pupils' progress by ensuring that:

XIV. in information technology (IT)*

- the planned programme for the development of IT is implemented;
- the use of computers is regularly planned to enhance pupils' learning;
- teachers' expertise is improved, and teachers' planning is regularly monitored;

(see paragraphs 15, 29, 36, 55, 57, 58, 61, 113-116)

XV. in religious education (RE)

- there is sufficient time for the teaching of RE in each class;
- pupils record their work sufficiently to help them consolidate their knowledge;
- pupils' progress is assessed regularly and used to plan the teaching;

(see paragraphs 20, 29, 36, 58, 136-140)

improve the monitoring of the teaching and of the weekly planning by ensuring that

- the headteacher has a clear role in systematically monitoring the teaching;
- the use of the school's monitoring and assessment programme (MAST) by subject co-ordinators is focused effectively on the teaching in subjects;

(see paragraphs 37, 58)

improve the arrangements for the formal evaluation of the effectiveness of the school by

- introducing systems to evaluate how effectively expenditure in different areas, for example on aspects of staffing, contributes to raising the attainment of the pupils;
- including the school's targets, for example for English, mathematics and attendance, in the school development plan;

(see paragraphs 54, 56, 68)

take further steps to prepare pupils for life in a multicultural society by ensuring that

- staff awareness of how to use opportunities and address issues is improved through the staff development programme;
- displays contribute to the development.

(see paragraphs 45, 55)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs **40, 47, 51, 56, 64, 98, 102, 107, 112, 124.**

Improve the assessment of pupils' work in subjects other than English, mathematics and science;

Improve pupils' annual reports by ensuring that they clearly indicate pupils' strengths and weaknesses in all subjects;

Meet statutory requirements fully for the appraisal of teachers;

Refurbish the old toilet areas, including the staff toilets.

** This item is already included in the school development plan*

INTRODUCTION

Characteristics of the school

1. Godalming Junior school is broadly the same size as it was at the time of the last inspection. The school admission number in Year 3 is 60 pupils but the school is not quite full in each year group. There are slightly more girls than boys in the school overall. The school is broadly average in size in comparison with primary schools nationally.
2. The pupils come from wards where the socio-economic backgrounds of the majority of families are similar to the national average. This is in marked contrast to socio-economic backgrounds in other Godalming wards which are significantly above the national average. The proportion of pupils eligible for free school meals was broadly in line with national averages. It has declined in 1999 and is now below national averages. The proportion of pupils from a minority ethnic background in the school is very low. The proportion of pupils who come from homes where English is not the first language and who have needs in English as an additional language (EAL) is well below average.
3. Attainment on entry fluctuates from year to year. Overall, it is about average at the end of Key Stage 1. In some years, the school admits a number of pupils who are above average while the number of pupils who only just reach the national average is also significantly large. In other years, there is a fuller range of ability, with the proportion of pupils above average in line with national trends. Reading scores on entry also present a similar pattern to the Key Stage 1 results. A formal analysis of the attainment of boys and girls on entry is not yet undertaken but is planned. The proportion of pupils with special educational needs (SEN) and with statements of SEN has risen since the last inspection and is above Surrey and national averages.

Main aims and priorities

4. The school aims to:
 - build upon the knowledge, skills and understanding that pupils have acquired from home and previous school experiences;
 - offer full access to the subjects of the National Curriculum for pupils' learning;
 - help pupils to become literate and numerate through a wide range of appropriate learning experiences;
 - develop in each pupil the ability to be alert and open-minded; to be capable of identifying and solving problems by having lively and enquiring minds;
 - allow pupils to express themselves academically, physically and creatively, where original ideas are valued and appreciated;
 - help pupils to listen responsively and observe closely;
 - offer equal opportunities for boys and girls;
 - appreciate the advance of new technology in school and to use it effectively;
 - develop confidence, an awareness of self and a sensitivity towards others in the school community and beyond.
5. The school has six priorities for 1999/2000. These are to:
 - introduce the National Numeracy Strategy;
 - create and resource the IT suite;
 - introduce a strategy to monitor and evaluate the effectiveness of teaching and learning across the curriculum;
 - further develop target setting, beginning with literacy;
 - prepare all staff for re-inspection;
 - introduce home-school agreements at the start of the autumn term.
6. The school has set the following targets by the end of Key Stage 2:

By summer 2000:

English: 70 per cent to achieve National Curriculum level 4+;
 Mathematics: 70 per cent to achieve National Curriculum level 4+;
 Attendance: 94 per cent;

By summer 2001:

English: 79 per cent to achieve National Curriculum level 4+;
 Mathematics: 78 per cent to achieve National Curriculum level 4+;
 Attendance: 94 per cent.

7. Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	27	33	60

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	20	19	23
	Girls	29	23	29
	Total	49	42	52
Percentage at NC Level 4 or above	School	82 (77)	70 (58)	87 (77)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	22	21	24
	Girls	30	25	29
	Total	52	46	53
Percentage at NC Level 4 or above	School	87 (72)	77 (77)	88 (82)
	National	68 (65)	69 (65)	75 (71)

¹ Percentages in parentheses refer to the year before the latest reporting year.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	%
	Unauthorised Absence	School National comparative data	%
			0 0.5

Exclusions

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

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	23
Satisfactory or better	98
Less than satisfactory	2

• **PART A: ASPECTS OF THE SCHOOL**

• **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

• **Attainment and progress**

8. Results of National Curriculum assessments for pupils at the end of Key Stage 2 in English, mathematics and science have improved over the last three years. In 1999, test results in English were well above average while results in mathematics were average in comparison with all and similar schools. Results in science in 1999 were above average in comparison with all and similar schools. They were well above average in 1998. Over the four-year period from 1996 to 1998, the overall performance of pupils in English was slightly above national averages. Performance in mathematics was below average. Performance in science was above national averages. Overall, results in English and science are higher than results in mathematics. The results of girls are higher than boys in English. These differences are slightly greater than the differences nationally. In mathematics and science, there are now no significant differences in results between boys and girls.
9. By the end of Key Stage 2, evidence from the inspection indicates that the attainment of the majority of the pupils in English is in line with national expectations. Some pupils, particularly girls, are above average. Current standards at the end of the key stage are not as high as in the 1999 tests. This reflects differing levels of attainment on entry. Overall standards have been maintained since the last inspection. Progress is good as a result of good teaching, particularly in Years 3 and 6. The results of assessments in Year 3 are carefully used to provide additional help for a significant number of pupils, particularly boys. The school systematically identifies how attainment can be raised and individual termly targets are now set for all pupils.
10. Overall standards in listening are above national expectations. Standards in speaking are about average but many pupils are able to communicate their opinions clearly. Overall standards in reading are above national expectations, particularly for a number of girls. Expression in reading aloud of pupils, even in Year 3, is often good. All pupils develop their skills in extracting information from texts. In a very good lesson in Year 6, for example, pupils recognised the characteristics of autobiographical writing and identified features in the text which supported their opinions. Standards in writing are in line with expectations. All pupils write for a suitable range of purposes. Higher attaining pupils, particularly some girls, write at length to a good standard, developing the setting for a story and using words to create particular effects. Standards in handwriting are above average in special exercises but the skills practised are not always transferred to pupils' own free writing, particularly by pupils who are below average. Spelling is often weak. It is too early for the current emphasis on it to have an impact on standards by the end of the key stage. Most finished work is hand written and IT is insufficiently used.
11. Overall, the school's strategy for literacy is effective. Work in subjects contributes positively to pupils' listening, speaking and reading skills in English. Discussion work in pairs and groups in several subjects enhances listening and speaking. For example, investigations and experiments in science are used well to develop pupils' oral skills. Research work in history on the Aztecs contributes to pupils' ability to locate and find relevant information in texts. Across all classrooms, teachers provide consistent role models in handwriting for pupils. Work in science and in history extends pupils'

writing skills. For example, pupils have support for spelling when writing up experiments in science. In history, pupils write from the perspective of an evacuee during the last war. Overall, however, support for pupils' writing is less well developed in subjects. The good strategies that are provided to support pupils' writing in English are not always used in other subjects.

12. In mathematics, inspection evidence confirms that pupils attain average levels in line with those gained nationally by the end of Key Stage 2. A significant minority achieve levels above national expectations. Pupils are making good progress. The strong emphasis on using and applying mathematics brings relevance and meaning to the pupils' learning. The younger pupils can add and subtract numbers accurately. The older pupils have a developing understanding of the four rules of number up to 1000. Pupils can solve simple problems. They can handle data well and know how to gather and interpret information. They deal confidently with decimals and fractions. Standards have risen since the last inspection as a result of a range of strategies introduced by the school. These include the teaching of pupils in groups based on their prior attainment, continuous assessment of pupils' work and the introduction of the National Numeracy Strategy.
13. The school's strategy for numeracy is effective in mathematics lessons. Most lessons begin with mental work where pupils use and discuss mental strategies for solving problems. There are also some examples of pupils using mathematical skills in other subjects. In science, pupils increase their knowledge and understanding of block graphs. In PE, pupils use appropriate measurements to test their pulse rates. The use of time-lines in history contributes to pupils' grasp of chronology. Map and plan making contribute effectively to pupils' numeracy skills in geography. In French, pupils learn numbers up to 40 and also construct a range of block graphs. Overall, however, opportunities are not always sufficiently focussed on to further pupils' numeracy skills in subjects.
14. In science, evidence from the inspection indicates that attainment at the end of Key Stage 2 is above national expectations. Pupils' knowledge of scientific facts is good. They consider evidence very well and are able to use their knowledge to draw conclusions and make predictions. Boys and girls of differing prior attainment make good progress in all areas of science, with particular strengths in practical work. This is due to the generally good, and at times, very good teaching. The organisation of the curriculum ensures that pupils learn in a progressive way, with many opportunities to investigate and experiment. Overall, standards have improved significantly since the last inspection.
15. In IT, standards, at best, are only in line with age-related expectations by the end of the key stage. Pupils are not making satisfactory progress. There is too wide a range in confidence, experience and skills when pupils use computers. For example, some pupils who have computers at home have well-developed skills while other pupils have limited skills. There are too few planned opportunities for the use of computers. Although computers were turned on, they were rarely used during the inspection. Other electronic equipment such as cassette recorders, video and listening stations is used satisfactorily to support work within the curriculum. Plans are well in hand for the development of IT in the school development plan (SDP).
16. By the end of Key Stage 2, standards in art, music, PE and French are above age related expectations. Pupils make good progress in these subjects. Standards have risen in music and PE since the last inspection. Standards have been maintained in art and French.
17. In art, pupils work confidently with a range of materials, media and equipment, often supporting other areas of the curriculum. They have good knowledge of the work of famous artists. Observational drawing is very good. In music, singing is very good. The pupils listen appreciatively to all types of music and to the work of composers from across the world. Pupils can make their own compositions and perform them by the end of the key stage. As a result of effective teaching in PE, pupils have a good awareness of space in gymnastics. In games, they move freely with good changes of direction when catching and passing. In dance, they interpret moods and feelings to music sensitively. By Year 4, almost all the pupils can swim effectively. In French, pupils use vocabulary appropriately and reply accurately to questions. Pronunciation and intonation are good.

18. Standards in design and technology, geography and history have been maintained since the previous inspection. They are in line with age related expectations by the end of Key Stage 2.

19. Pupils, overall, made satisfactory progress in design and technology. They can construct simple models and modify their constructions. There is generally an appropriate balance between designing and making. Pupils' ability to evaluate final outcomes, however, is weak because of insufficient emphasis. In geography, pupils make good progress as a result of good teaching. Most pupils develop good enquiry skills through their work on the local environment and residential field trips. Pupils acquire knowledge of other countries as well as their own. In history, overall progress is satisfactory. Pupils learn about particular eras in some depth and their knowledge and understanding of these is sound. Pupils begin to evaluate primary and secondary sources of evidence, including artefacts and non-fiction materials.

20. In religious education (RE), overall standards are in line with age related expectations in the Agreed Syllabus by the end of Key Stage 2. Standards have been maintained since the last inspection. In general, pupils' knowledge and understanding as they learn about religion is sound. Their ability to learn from religion through reflection and response to religious values and beliefs is satisfactory but less secure. All pupils made sound progress in the lessons observed during the inspection. Overall progress, however, is not satisfactory. In some year groups, there is insufficient recorded work to help pupils consolidate their knowledge. The time given to teaching in some classes is limited. Pupils' progress is not assessed throughout the year to help pupils to improve their knowledge and understanding systematically. This contributes to some of the weaknesses in pupils' ability to respond to religious beliefs by the end of the key stage.
21. Pupils with SEN make good progress towards the targets in their individual education plans (IEPs). This is linked with the effective support provided by the special needs co-ordinator (SENCO), the special needs support teachers and assistants. Work is matched satisfactorily to pupils' prior attainment and individual needs, especially in English and mathematics.
22. The weaknesses in standards identified in the last inspection have been successfully addressed, except for IT. The school has introduced a number of effective measures to raise achievement. Additional tuition for pupils to prepare them for the end of key stage tests has been introduced in English, mathematics and science. In mathematics, the teaching of pupils in groups based on their prior attainment has contributed to improved standards. Termly targets for all pupils in English and in mathematics ensure that pupils are given a clear indication of what they need to do to improve over a short period of time. Statutory school targets for 2000 and 2001 have been carefully considered in relation to pupils' prior attainment. For example, all the available assessment information was carefully used to decide what individual pupils in the current Year 6 and Year 5 could achieve by the end of the key stage in 2000 and 2001. Work is about to start on targets for the current Year 4 and Year 3. Satisfactory progress is being made in meeting the targets.

Attitudes, behaviour and personal development

23. The attitudes of boys and girls to learning are generally very good. This has a very positive effect on pupils' learning and significantly enhances the progress pupils make. Overall, the school has successfully maintained the standards reported in the last inspection. Most pupils consistently show great interest, perseverance and co-operation in all subjects. Pupils are keen to answer and ask questions. They listen well to each other and to their teachers and enjoy their work. Pupils are able to discuss their work sensibly and thoughtfully. This was evident in a music lesson in Year 4, for example, when pupils watched a video of 'last night of the Proms' very closely and made notes as they watched. They subsequently discussed the mood created and made good progress in their understanding of dynamics, tempo and mood. Pupils with SEN respond well to the consistent, effective support they receive. In a withdrawal lesson for a group of pupils with SEN in Year 6, for example, both boys and girls were very keen and enthusiastic. This led to them making good progress in recognising different ways of spelling words with similar sounds. Very occasionally, the attitudes of a very small number of pupils are not satisfactory and they do not respond suitably to instructions.
24. Behaviour overall is good. In classes and inside the school, it is generally very good. In a swimming lesson in Year 3, for example, pupils wasted no time in changing and getting ready for the lesson. They behaved very well while at the pool side and in the water. This resulted in them making very good progress in using the back stroke. Similarly in a mathematics lesson in Year 6, pupils responded and behaved very well throughout. This contributed to them making good progress in mental mathematics using the eight times table. Pupils behave well and respond positively in assemblies. Behaviour during breaks in the playground is of a lower standard with some boisterous, rough behaviour, especially in the front playground. There have been no exclusions recently. Parents are very satisfied with the standards of behaviour. Standards during the previous inspection were reported as very good. These standards have been maintained in lessons but standards in the playground do not fully reflect the very good standards reported in the last inspection.

25. There are very good relationships between pupils, teachers and support staff. Pupils from different backgrounds mix together readily. There is little bullying and no reported incidents of oppressive or racist behaviour. Pupils have a good understanding of the behaviour management strategies which are consistently applied. Pupils are courteous and helpful. They work well together. They show respect for the school environment and property. This is evident from the care they take of artefacts and displays. In RE, for example, symbols of Judaism on display in Year 5 were handled with respect and interest. Pupils are considerate of other people's feelings, values and beliefs.
26. Pupils' personal development is good. The school has successfully maintained previously reported standards. Many pupils show initiative and are able to work alone. They are very willing to take responsibility, for example in setting out the hall for assemblies, acting as pond monitors, distributing registers, helping in the canteen and running errands for teachers. Pupils work co-operatively in groups in many subjects. In a history lesson in Year 5, for example, pupils worked together well to research the Aztec civilisation, demonstrating good concentration and independent learning skills. However, a minority of pupils in some classes are unable to work independently. This slows the pace of their learning and the learning of others.

Attendance

27. Attendance is satisfactory. Authorised absence is broadly in line with national averages. The school has had no unauthorised absence recently. This is better than national averages. Attendance rates were broadly the same at the time of the previous inspection. Punctuality is good. Few pupils arrive late in the morning. This enables registration sessions to start briskly. Pupils use the time efficiently to get ready for the day. Punctuality during the day is also good. Lessons start on time after breaks. Satisfactory attendance and good punctuality contribute positively to the quality of learning and the progress the pupils make.

QUALITY OF EDUCATION PROVIDED

Teaching

28. The overall quality of the teaching is good. During the inspection, teaching was at least satisfactory in 98 per cent of the lessons observed. Of these, it was good in 43 per cent and very good in 23 per cent of lessons. Teaching was unsatisfactory in only 2 per cent of lessons. Some of the most effective teaching occurs in Year 3 and Year 6. As a consequence, pupils often make good progress in their learning in these years.
29. The overall teaching of English, mathematics, science, art, geography, French, music and PE is good. The teaching of design and technology and history is satisfactory and occasionally good. The limited amount of teaching observed in IT was at best only satisfactory. The teachers' subject knowledge and confidence is limited due to lack of training. Computers are used too infrequently in lessons. In RE, the overall quality of the teaching observed was satisfactory but there were a number of weaknesses. The questions asked of the pupils did not require pupils to think things through sufficiently so that they might learn from religious beliefs. On occasion, there was insufficient support for writing tasks. Teachers are not assessing pupils' progress to plan the next lessons. Since the last inspection, the quality of the teaching in English mathematics, science and music has improved. The planning for and the teaching of geography have improved. Quality has been maintained in history, French, art, PE and RE. Although the planning of work has improved in design and technology, there is too little evidence to comment on the overall development of the teaching since the last inspection. The teaching of IT has not improved. Across the school, only two unsatisfactory lessons were observed, one in science and the other in personal, social and health education (PSHE).

30. Teaching for pupils with SEN is provided in class and through group and individual withdrawal tuition. The teaching is usually at least satisfactory and most frequently good. Relationships are sound and pupils are effectively motivated. Special needs support assistants (SSAs) and teachers liaise effectively with class teachers. Planning for the withdrawal group and individual teaching is effective. The teachers and SSAs use an effective range of strategies to develop pupils' literacy skills. This enables pupils to make progress towards the targets in their IEPs. Class teachers use the information on the targets in IEPs as they plan lessons. Work is usually well matched with the prior attainment of the pupils, particularly in English, mathematics and science. When pupils return from withdrawal tuition, the strategies used to include them in lessons are often insufficient to enable them to catch up with what the rest of the class are doing. On a minority of occasions, SSAs are not involved sufficiently in parts of lessons.
31. Teachers' expertise in subjects is generally secure, except in IT. This contributes to confident teaching in several subjects, for example in English, mathematics and science. Planning for lessons is detailed. It is based appropriately on schemes of work which cover the four years the pupils are in school. This provides continuity for pupils' learning. Teachers consistently identify what pupils are expected to learn in lessons and share them with the pupils. In the best lessons, these objectives are effectively reviewed at the end. Generally, tasks and activities are matched particularly well with pupils' prior attainment in almost all subjects. This enables pupils of differing prior attainment, including pupils with SEN, to make progress. The teaching generally motivates the pupils. Class management and discipline are almost always good throughout the school. In a very small proportion of lessons, however, the class management of a minority of pupils who behaved unsatisfactorily was not effective. Information from assessment is used well in English, mathematics and science to help plan the teaching. In other subjects, the regular use of assessment information is inconsistent. This has an adverse effect on the progress of the pupils in some subjects, for example in IT and RE.
32. There were characteristics of good and very good teaching in lessons in a significant number of subjects. In such lessons, subject expertise is often good. Work is well planned to match the attainment of the pupils in the class. Tasks are sufficiently challenging for pupils. High expectations are set for behaviour and the quality of pupils' work. Pupils are well managed and motivated, and the lessons proceed at a brisk pace. In such an English lesson in Year 3, for example, this resulted in all pupils making good progress in identifying the differences between a script and a story, and in reading aloud with good expression. Similarly in a good science lesson in Year 6, this led to pupils making very good progress in making predictions and in constructing and testing a circuit.
33. In the two unsatisfactory lessons observed, the lessons were appropriately structured but class management was not effective. This had an adverse effect on pupils' progress, for example in a science lesson in Year 5. In a small proportion of lessons, which were otherwise satisfactory, exercises were not sufficiently demanding for higher attaining pupils or, on other occasions, there was not enough guidance for pupils. This had an adverse effect on pupils' progress.
34. The school has a clear homework policy which is implemented satisfactorily. Homework is set in all classes and is used to support the work in the classrooms. It prepares pupils appropriately for the next stage in their education. It also develops a positive approach towards working independently at home. Parents are generally satisfied with the homework set.

The curriculum and assessment

35. The curriculum is appropriately broad and relevant. There is a strong emphasis on English and mathematics which follows, effectively, the recent national initiatives in literacy and numeracy. Both the National Literacy and Numeracy Strategies have been successfully introduced. Science is well provided for and this provision has a positive impact on raising standards. The good provision for art, music, PE and French contributes to standards which are above age-related expectations. For

example, the art featured in lessons and displays is of a high quality and supports work in other areas of the curriculum well. Provision for swimming in PE is good and the pupils achieve above average standards by the end of Year 4. The very careful presentation of work in the pupils' books and in the quality of the work displayed around the school is a strong feature of the curriculum provision. Design and technology, history and geography provide appropriate coverage of the National Curriculum. To add to the opportunities available, the pupils attend residential field study courses and participate in outdoor pursuits.

36. The overall balance of the curriculum is irregular in two areas. For example, not enough time is always devoted to IT and RE to provide worthwhile experiences for the pupils in all year groups. The provision for IT is unsatisfactory. There is insufficient planning for computer skills and for the use of computers as a resource for learning in subjects. The plans for IT in the current school development plan (SDP) are due to address this. The time allocated to the teaching of RE is inconsistent across classes within year groups.
37. The overall planning of the curriculum is good. It is provided through a combination of separate subject lessons and cross curricular topics covering the pupils' four years in the school. The weaknesses identified in planning at the time of the last inspection have been addressed. Policies and schemes of work have been improved and are now in place for all subjects. They are systematically reviewed as part of the school development programme. They provide sound and relevant information to support the teachers' planning, with good cross-curricular links. The joint planning of lessons by teachers in the same year group considerably enhances the effectiveness of the teaching. Weekly plans for English, mathematics and science are used well to monitor the pupils' progress and to plan the next steps in teaching during the week. Planning for other subjects is completed fortnightly. Weekly and fortnightly plans are not sufficiently monitored to ensure that appropriate teaching takes place, for example, in IT, RE and separate PSHE lessons.
38. Pupils have good equality of access and opportunity to the curriculum. In a small number of classes, there are specific lessons for PSHE. At present, these lessons are not co-ordinated sufficiently. Sex education is appropriately taught, mainly through the science programme. Planning for pupils with SEN is thorough. Class teachers are involved at an early stage in the identification of pupils with SEN. IEPs are produced appropriately. For example, the SENCO and the class teachers write IEPs for pupils who need help beyond that which the class teacher can provide. IEPs are detailed, relevant and reviewed termly. SEN records are very well kept. The provision for pupils with statements of SEN meets requirements fully. Annual reviews are completed as required. Recently, a number of pupils were moved on a stage on the SEN register because of the Additional Literacy Strategy in Years 3 and 4 and work in mathematics in Years 5 and 6. This is not always appropriate.
39. The curriculum is enriched by visits to events and places of interest beyond the school. These visits make an effective contribution to pupils' knowledge and understanding, for example in history. An impressive variety of extra-curricular clubs also extends the curriculum for many of the pupils. Pupils have regular opportunities to participate in competitive sports. They share in group activities. For example, over fifty pupils from across the year groups attend the choir. A number of pupils have instrumental tuition on a range of instruments. These activities enhance the standards of the pupils who take part.
40. The school has a good assessment policy. The school uses a range of standardized tests each year, particularly in English and mathematics, to monitor pupils' progress. For example, reading and mathematics tests as well as optional National Curriculum tests are used in Years 3, 4 and 5. Information from assessments is analysed well to identify those pupils who require intervention at an early stage, particularly pupils with SEN. There is a sound marking policy which is consistently followed by all teachers. There are effective systems for monitoring pupils' attainment and progress in English, mathematics and science as the pupils get older. Very good use is made of assessment to inform daily planning in these subjects. Use of assessment in other subjects is unsatisfactory. Although the procedures in place are manageable, assessments are not made consistently and few

records are passed from year to year. There are no systematic assessments in IT and in RE to assist with the planning for the teaching. Teachers compare their assessments in English, mathematics and science to develop consistency. Subject co-ordinators have begun work on the monitoring of assessments in a number of other subjects but it is too early for this to have an effect on standards.

Pupils' spiritual, moral, social and cultural development

41. The provision for spiritual, moral, social and cultural development of pupils is good overall. Overall, standards have been maintained since the last inspection. However, the key issue on the provision for wider cultural awareness of our multi-cultural society has only been partly addressed.
42. The overall provision for pupils' spiritual development is satisfactory. Assemblies are well planned and of good quality. Through prayer and collective worship, pupils have good opportunities to reflect on their own lives and those of other people during assemblies. Appropriate music sets the mood for assemblies. Pupils' achievements are celebrated through the awarding of medals and certificates for sporting activities. RE makes a sound contribution to the spiritual development of pupils through the study of several world faiths. Satisfactory opportunities for spiritual development are provided in a number of subjects. For example, pupils were given the opportunity to express their feelings and moods while listening and performing in music and dance. Pupils in both science and IT expressed awe and wonder at the workings of a circuit in science and during work on a logo program on the computer.
43. The provision for pupils' moral development is good. Pupils are taught the differences between right and wrong through assemblies, classroom routines and life in the school community. A strong moral code is implicit throughout the school. This is reflected in the very good relationships observed in classrooms. Each class has rules which are well known to the pupils and successfully linked to the school behaviour policy. There are effective sanctions should inappropriate behaviour occur. All staff set very good role models and treat pupils with great respect. This has a positive impact on learning and the attitudes that pupils adopt. The school supports a variety of charities throughout the year. The pupils have a clear picture of natural justice and work hard to support charities and organizations working for those children who are less fortunate than themselves.
44. There is good provision for the pupils' social development. Pupils in all classes take on regular, helpful tasks with enthusiasm which contribute to the school community. Older pupils help by setting out chairs for assemblies, assisting with the overhead projector, distributing registers and helping in the canteen. Pupils take these roles seriously. For example, pupils in Year 6 were seen helping younger pupils in the playground. Social development is promoted well in classroom activities through good opportunities to work in small groups and as a whole class. For example, work with partners and teams in all areas of PE is a significant feature to which pupils respond well. The range of educational visits, including a residential visit to Swanage, provides suitable opportunities to develop pupils' confidence at being away from home. Although there is no school council, pupils in Year 6 have been involved with the Junior Citizen scheme which further enriches their personal and social development.
45. The provision made for pupils' cultural development is satisfactory. History topics, which include the years around the Second World War, the Aztecs and Ancient Greece, give pupils a clear understanding of the effects of modern and ancient history on people's lives. Work in RE provides pupils with good opportunities to look closely at Christianity, Judaism, Hinduism and Islam. Artefacts are available for all of the major religions. Through the celebration of the festival of Diwali, pupils gain an understanding of this special occasion in Hinduism. Through art and music, pupils are given opportunities to strengthen their knowledge and gain an insight into values and beliefs of African, Asian and Brazilian cultures. There are many visits outside the school to museums, the local area and church and places of interest. Visitors to the school include people from different ethnic backgrounds. However, awareness of our multi-cultural society is not evident in displays, except in the Diwali display in the library. Opportunities are sometimes missed by teachers in a number of subjects. This

area of cultural development has still not been addressed sufficiently since the last inspection.

Support, guidance and pupils' welfare

46. The school continues to provide good support and guidance for all its pupils. Standards have been maintained since the last inspection. The overall good provision has a beneficial effect on standards because pupils are safe and well cared for in an orderly environment that prepares them well for learning each day.
47. Teachers monitor pupils' personal development well. They know their pupils well. There is strong teamwork in year groups and between teachers and support staff. This, combined with good communication, provides all pupils with a learning environment focussed on meeting individual needs. Procedures to monitor academic development are good in English, mathematics and science. For example, individual targets in English and mathematics, which are regularly updated, are provided for all pupils as they progress through the school. In other subjects, there is lack of consistency. In RE, for example, there are no systematic arrangements for assessing pupils' knowledge and understanding. This has an adverse effect on pupils' progress. Pupils with SEN are supported well in classes and in withdrawal lessons. They fully participate in all aspects of school life. All adults in school take care to pass on any concerns or worries about pupils and ensure that a consistent approach is taken when managing pupils.
48. Measures to promote good behaviour are very successful in classrooms. There is a positive overall approach to behaviour management. The consistent practice, particularly in lessons, is underpinned by the good policy. The system of sanctions and rewards is understood well by the pupils. Very infrequently, a minority of teachers experience some difficulties in using the procedures effectively. Parents are pleased with the standards of behaviour achieved and the systems used to promote good behaviour. Pupils and parents report that if bullying does occur, it is dealt with effectively. The overall high expectations which staff have for behaviour in lessons are not fully maintained in the playground. During breaks, playtimes are marred by some boisterous behaviour which is not sufficiently controlled by supervisors. The level of supervision, particularly at lunchtimes, is at a minimum level given the layout of the site.
49. The procedures for monitoring and promoting attendance are good. Prompt and regular attendance is expected. Registers are taken promptly at the start of sessions and are immediately returned to the office. Registers are consistently kept and comply with requirements. All unexplained absences are followed up promptly. Any concerns are reported to the education welfare officer. Attendance rates are reported correctly to parents.
50. Procedures for child protection are good. The caretaker, the governors and the local authority successfully promote the health, safety and general well being of the pupils but there are a small number of issues that need to be attended to. These include the poor condition of the old toilet areas, the unprotected pond and the uncovered sandpit in the playground.

Partnership with parents and the community

51. Parents receive good, general information about the school. Newsletters are informative and useful. The prospectus and governors' annual report are well written. Parents can make appointments to discuss their children's progress at any time. Urgent matters are dealt with immediately, if at all possible. Some parents' concerns that consultation meetings in the autumn and spring terms are rushed and lack privacy are partly justified. The school's appointment system is sound. In practice, however, the ten-minute slots are sometimes reduced to five minutes to cater for parental preferences for particular key times. This is exacerbated by parents arriving late for their own appointments. Individual discussions are held in the classrooms where other parents may also be looking at their children's work. This leads to some lack of privacy. Consideration is being given to parents waiting

in the hall. Parents of Year 6 pupils have appropriate, scheduled, individual appointments in private in the summer term. Some parents expressed concern that annual reports on pupils' progress do not give a clear idea of their strengths and weaknesses. Evidence from the inspection indicates that reports on English, mathematics and science generally provide a balanced account of how well a pupil is doing. In other subjects, however, the evidence supports the concern raised by parents, as these reports do not give a full enough picture of a pupil's strengths and weaknesses. The reports contain insufficient subject information to show what pupils need to do to improve.

52. Parents are involved well in the life of the school. Parents find the school welcoming and the staff approachable. Relationships between staff and parents are friendly and constructive. A few parents say that concerns about pupils are not dealt with effectively. Evidence from the inspection indicates that this concern is not justified. The few complaints that are made are dealt with systematically and effectively. Many parents actively contribute to the education of pupils. For example, they help with reading and in the library. They accompany pupils on trips and to swimming lessons, and attend fundraising events held by the School Association. Parents are also welcomed to the school for performances and celebrations. Parents of pupils with SEN are involved appropriately in planning, in arrangements for support and in reviews. Parents give good support to the work pupils do at home. They have a good understanding of the school's homework policy and are keen to share books and support topic work.
53. The school has very good links with the local community which enhance the opportunities available to the pupils. Pupils participate in many local events which increase their understanding of citizenship. Families and local senior citizens are invited to participate in celebrations and performances. Members of the local clergy share assemblies. Pupils welcome many visitors to the school from local agencies, as well as organisations involved in arts and sports. A visiting theatre group, for example, enhances pupils' understanding of ancient Greece by creating a market scene and involving the pupils. These activities enhance the curriculum, particularly in personal and social development, PE, art and music. Pupils make a wide range of visits to enhance their learning. In history, for example, displays around the school show how pupils' knowledge and understanding of Victorian and Roman life has been developed through such visits. Local businesses have supported the school in fundraising events. The school has good links with local schools, both infant and secondary. Arrangements for pupils transferring at age 11 are sound. The school has successfully maintained and built upon the provision since the previous inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

54. The headteacher provides good leadership for the school and is supported well by the deputy headteacher. The headteacher and governing body, through the SDP, identify a limited number of appropriate priorities for development each year. There is an overall strategy beyond the current year. This planning provides a clear educational direction for the school. The headteacher works closely with staff to identify and prioritise areas for development. Governors are involved appropriately in agreeing the priorities. The SDP is effectively used to improve the school. It is used successfully to implement and monitor developments. The school's aims, values and policies are reflected in its work. To raise standards, the headteacher has worked systematically and effectively with staff and with the local authority to set sound targets for improvement in English, mathematics and attendance by the end of Key Stage 2. However, the success criteria in the SDP do not include these targets. There is insufficient focus on such targets when producing the SDP.
55. The majority of the key issues from the last inspection have been successfully addressed, except for weaknesses in IT and developing pupils' awareness of life in a multicultural society. The departure of experienced staff for promoted posts elsewhere has slowed the pace of these developments. Work on

IT, as outlined in the SDP 1999/2000, is well underway. The computer suite is nearly ready and appropriate consideration is being given to the ways in which it will be used.

56. Overall, the governing body provides sound leadership. Governors have taken action to address weaknesses identified in the last inspection, particularly in mathematics. This has been effective in raising standards. A number of subject co-ordinators brief governors about their area of responsibility. Some governors have links with subjects and with SEN and have attended relevant training sessions. However, there is no systematic, focussed visiting programme. Overall, governor involvement in monitoring quality and standards is still limited. For example, when governors receive and consider the end of Key Stage 2 assessment results, there is limited discussion of standards on entry compared to results at the end of Key Stage 2 to evaluate the effectiveness of the school. This is insufficient to ensure that governors are aware of the progress the pupils are making. The governing body is generally fulfilling its legal responsibilities. However, statutory requirements are not fully met for the appraisal of teaching staff.
57. Co-ordinators support the subjects they are responsible for well. The leadership provided by several subject co-ordinators, particularly in English, mathematics and science, is good and is leading to improved standards. All subject co-ordinators have action plans for their subjects. Except for IT, the majority of these plans are being implemented in the timescales agreed. The deputy headteacher has contributed very effectively to strengthening the roles of co-ordinators since the last inspection.
58. The headteacher reviews the work programmes of all teachers annually and identifies areas for further development. He monitors work in classrooms informally and talks regularly with staff. This is too limited to be effective. Together with the deputy headteacher, he has introduced a systematic monitoring programme for all subjects by subject co-ordinators (MAST). Subject co-ordinators, some of whom are recently in post, regularly monitor half-termly plans. They have begun to monitor samples of pupils' work. This planned MAST programme for the monitoring of standards of work in all subjects is due to be completed during this academic year. Except in English, there has been no formal monitoring of the teaching. The work completed by the English co-ordinator on monitoring has enhanced the quality of the teaching. Monitoring of the teaching in a number of other subjects, but not in all, is a current priority in the SDP. However, the current insufficient monitoring of teaching in some subjects, particularly in RE and IT, has an adverse effect on standards in these areas. In other subjects, lack of monitoring contributes to some of the unevenness in quality between year groups.
59. The provision for pupils with SEN is well managed. The SENCO works effectively with staff to prepare IEPs and to support the teaching. She liaises effectively with agencies outside the school. Governors are kept informed of SEN provision.
60. The school is well placed to make further improvements and to meet its targets.

Staffing, accommodation and learning resources

61. There are sufficient, qualified and experienced staff to provide the school's curriculum for the pupils. The key issue from the last inspection on improving staff knowledge and confidence in science and mathematics has been addressed successfully. Expertise in IT, however, remains weak. Where subject leaders do not have initial qualifications in the subjects they are co-ordinating, they have attended relevant training. The significant turnover of experienced staff, who have left for promoted posts or for family reasons, has had an adverse effect on the leadership of some, but not all, subjects. For example, IT has had the equivalent of three co-ordinators in three years. This has had an adverse effect on the pace at which IT resources, staff training and the curriculum has been provided and ultimately affects adversely the progress of the pupils.
62. Since the last inspection, the ratio of teachers to pupils has risen slightly. It is now higher than

average when compared with junior schools nationally. The number of support staff for pupils with SEN is high in comparison with schools nationally. Support staff are deployed appropriately in line with identified SEN needs. For example, SSAs support pupils appropriately in classes and provide sound tuition in withdrawal groups for the Additional Literacy Strategy and social skills training. This has a positive effect on pupils' attitudes and helps them to make progress. Teachers and midday supervisors contribute to the efficient running of break times but provide few opportunities to engage pupils in activities. The shape of the playground results in blind spots for supervision and, on occasion, there is insufficient coverage of these areas. Administrative and clerical staff work well to ensure the school's administration runs smoothly to support the management of the school.

63. The overall arrangements for staff development are good. They are linked appropriately with school priorities. For example, this has contributed to ensuring consistency in the way in which the literacy hour and the numeracy strategy are provided. There are annual professional development meetings between the headteacher and each of the teachers. The school has an effective mentoring system for the induction of new staff. Line management of non-teaching staff is carried out regularly on a day to day basis but is largely informal. There are no formal systems for reviewing the performance of non-teaching staff.
64. The accommodation is adequate to enable the curriculum to be taught effectively. Space, however, is tight, for example for the storage of subject equipment. The quality of the learning environment is enhanced by the careful, well-planned use of the available space by staff. Pupils take good care of the buildings and equipment. The school has fully addressed the key issue in the previous inspection. The old canteen building has been demolished. The teaching spaces have been re-arranged to create a new dining area. The new canteen provides a good facility for pupils. A new car park and secure main entrance have been established. The school uses the classrooms and the hall efficiently and carefully. Although space for indoor PE is limited, the narrow hall is well managed during PE lessons especially in regard to pupils' health and safety. The school has plans to re-develop the playground to create a more varied environment for learning and play. The old toilet areas, including the staff toilets, are unsatisfactory and require attention.
65. The school is well resourced for the implementation of the National Curriculum. The books and displays for RE in classrooms are limited and not sufficient to support the work. The central and class libraries are well stocked with books. Class libraries are used effectively. The central library is timetabled for each class but it is not used regularly by pupils for accessing information and for private study outside of these timetabled lessons. There are computers in all classrooms, some of which are in need of replacement or updating to operate more recently published software. Careful consideration is being given to the management of the new computer suite as well as to the replacement and updating of hardware in the classrooms. Resources are well managed and organised by the curriculum co-ordinators in rather limited spaces around the buildings. Although some resources are housed in small rooms in the school canteen block and are not readily accessible to teachers, this does not impede the progress of the pupils.

The efficiency of the school

66. Financial control and administration are at least sound. The most recent full auditor's report in 1995 indicated that financial control and administration were operating effectively. The report noted that records were maintained to a high standard. The school voluntary fund is audited annually. The governing body receives regular reports on budget expenditure. Their monitoring of the budget has improved significantly since the last inspection. The school pay policy, however, has not been updated as required in previous years but this is now in hand.
67. Priorities for the SDP are discussed in the budget setting process. Expenditure on planned developments is carefully prioritised. The SDP contains detailed plans for the development of the school, with a clear identification of costs.

68. The school has a good range of measures to ensure it gets value for money from material resources. The benefits of spending on staffing are monitored, such as for example the arrangement for teaching pupils mathematics by prior attainment in Years 5 and 6. This is usually managed informally at this stage. Likely benefits in standards, for example, are not formally identified at the beginning so that they can be used to evaluate the impact of the initiative subsequently on standards. Overall, evaluation is not carried out sufficiently formally to ensure that the benefits of initiatives are identified satisfactorily. However, the school is in a good position to begin to identify formally the benefits of the expenditure.
69. Funds for pupils with SEN are targeted appropriately on the basis of evidence from assessments and used to provide an effective programme of support. Funds for in-service training are used well. Staff are deployed appropriately. The administrative and clerical assistants make an effective contribution to the daily smooth running of the school. Available resources are used efficiently, except for computers in classrooms. The school buildings are efficiently used. Although unit costs are above average, standards in English, mathematics and science have been consistently improved over recent years. The school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

70. Results of National Curriculum assessments at the end of Key Stage 2 have improved over the last three years. In 1999, test results were well above average in comparison with all and with similar schools. Over the last four years, the performance of pupils was slightly above national averages. Results in English are higher than results in mathematics. They vary in relation to results in science and have been lower until 1999. The results of girls are higher than boys. These differences are greater than the differences nationally. The findings of the inspection also indicate that a larger proportion of girls achieve higher standards than boys, especially in writing. Focussed additional tuition for pupils to prepare them for the end of key stage tests, in addition to the daily teaching in Year 6, contributes successfully to improving results.
71. By the end of Key Stage 2, evidence from the inspection indicates that the attainment of the majority of the pupils is in line with national expectations, with some pupils, particularly girls, above average in both reading and writing. Current standards at the end of Key Stage 2 are not as high as in the 1999 tests. This reflects lower levels of attainment on entry. Overall standards have been maintained since the last inspection.
72. Overall progress is good. Boys and girls make at least satisfactory progress through each of the years in the key stage while progress is particularly good in Years 3 and 6 as a result of good teaching. Pupils with SEN make good progress towards the targets in their IEPs, especially with the help of special needs teachers and support assistants. The results of assessments in Year 3 are carefully analysed to identify low attainment. This has resulted in additional help for a significant number of boys. The use of a "literacy ladder" systematically identifies how attainment can be raised in classes and individual termly targets are now set for all pupils.
73. Standards in listening are above national expectations by the end of Key Stage 2, while standards in speaking are in line with expectations. Pupils make good progress. Boys and girls almost always listen very well. Many are able to communicate their opinions clearly. In a very good lesson in Year 6, for example, pupils recognised the characteristics of autobiographical writing and with the teacher's help were able to identify features in the text which supported their opinions. A number of lower attaining pupils and pupils with SEN have difficulty expressing their views at any length. A small number of pupils in Year 4, particularly boys, have difficulty listening for any length of time unless the teaching motivates them. Pupils are keen to contribute to class discussions.
74. There is a range in standards in reading by the end of Key Stage 2 but overall standards are above national expectations, particularly for a number of girls. Progress in reading is good. All pupils develop their skills in extracting information from texts. They can identify key elements of a story in Year 3. By Year 6, this is developed to include recognition of the characteristics of different types of writing. For example, pupils can contrast autobiography with story and instructional writing. By the end of Key Stage 2, pupils read with interest a suitable range of children's fiction and non-fiction books. Lower attaining pupils can recall events in books they have read and higher attaining pupils are able to deduce and infer meaning in their own reading and in books read in class. Expression in reading aloud, even in Year 3, is often good when pupils are reminded by their teachers. Lower attaining pupils learn to use phonic and context clues when reading unfamiliar words but still struggle to read longer words accurately by the end of Year 6.
75. Standards in writing by the end of Key Stage 2 are in line with national expectations. Some pupils,

particularly girls, are above average but overall attainment ranges from above to below average, particularly for a number of boys. Pupils make sound progress but standards in writing have been identified for improvement by the school. All pupils write for a suitable range of purposes. Higher attaining pupils write scripts, stories and book reviews and use words for effect to make their stories interesting. Standards in handwriting are above average in special exercises but the skills practised are not always transferred to pupils' own free writing, particularly by pupils who are below average. Higher attaining pupils, particularly some girls, produce extended pieces of writing of a good standard, developing the setting for a story and using words to create particular effects. The quality and range in the writing of other pupils is satisfactory. Spelling is often weak but the current emphasis on it is leading to some improvements in special exercises. It is too early for this to have an impact on standards by the end of the key stage.

76. The school's overall strategy for literacy is effective. Work in subjects contributes positively to pupils' listening, speaking and reading skills. Discussion in pairs and in groups in several subjects enhances listening and speaking. For example, investigations in science are used well to develop pupils' oral skills. Group work in geography in Year 6 not only contributes to pupils' social development but also helps them to become confident speakers. Similarly in PE, pupils communicate well when planning dance patterns. Analysis of moods and feelings enhances pupils' appreciation in music. Pupils read and make predictions before carrying out experiments in science. Research work in history, for example on the Aztecs, contributes to pupils' ability to locate and find relevant information in texts. In all classes, teachers provide consistent role models in handwriting for pupils. Work in science and in history extends pupils' writing skills. For example, pupils have support for spelling when writing up experiments in science. In history, pupils write from the perspective of an evacuee during the last war. Overall, however, support for pupils' writing is less well developed. The good strategies that are provided to support pupils' writing in English are not always used in other subjects.
77. Pupils' attitudes to learning are usually at least satisfactory, often good and frequently very good. This helps pupils to make good progress. The pupils are well behaved, polite and helpful. Almost all pupils listen well. They are keen to contribute in lessons. Pupils usually work hard and concentrate during lessons. They work well together collaboratively in pairs, in small groups and as a whole class. They show respect for each other's views. Some pupils in Year 4, however, have difficulty concentrating for any length of time and are easily distracted when expected to work independently during the literacy hour.
78. Teaching overall is good. It is at least satisfactory in all year groups. It is frequently good in Years 3 and 6, and very good on occasion in these years. The quality of the teaching has improved since the last inspection. Planning is thorough in all year groups and relates very well to the National Literacy Strategy. What teachers expect pupils to learn is always clear and it is shared with the pupils. Lessons are well organised, managed and orderly. There is usually a good match between the tasks provided and the prior attainment of the pupils. In a good lesson in Year 3, for example, this resulted in all pupils making good progress in identifying the differences between a script and a story and in reading aloud with good expression. Assessment is used effectively to plan the next stages in the teaching. Target setting helps pupils to be aware of their progress. As a result of this, all pupils have a limited number of specific areas to focus on for improvement. Support assistants who work well with their allocated pupils in lessons provide good support for pupils with SEN. The teaching in withdrawal groups for pupils with SEN is most frequently good. There are some shortcomings in a small proportion of lessons. For example, exercises are not sufficiently demanding for higher attaining pupils or, on other occasions, there is not enough guidance for pupils. This has an adverse effect on pupils' progress. Approaches to teaching spelling are now thorough. Homework is consistent across classes and contributes to pupils' progress. The use of IT is limited and insufficient.
79. The curriculum is very well organised and has improved since the last inspection. The National Literacy Strategy has been introduced effectively by the co-ordinator. The use of assessment is thorough. English is very well led, with a clear focus on raising attainment, particularly of boys. The co-ordinator monitors the teaching effectively and uses the information to identify weaknesses. For example, writing and the performance of boys have been identified for attention. Resources are good

and accommodation is enhanced by displays of pupils' work.

Mathematics

80. The results of National Curriculum tests in 1999 and in 1998 were similar to national averages. In 1999, the number of pupils who achieved average and above results improved from 1998 in line with the increase in results nationally. Taking the years from 1996 to 1999 together, the figures show that the pupils' overall performance in mathematics was below the national average. In comparison with schools in similar contexts, the pupils' performance was close to the national average. There is a significant upward trend in results over the last four years. There are no significant overall differences between the results of boys and girls, although more boys than girls generally achieve above average results. Results in mathematics are lower than results in English and science.
81. Evidence from the inspection indicates that pupils are attaining average levels in line with those gained nationally by the end of Key Stage 2. A significant minority of pupils are achieving levels above national expectations. Standards have risen since the last inspection as a result of a range of strategies introduced by the school. These include the teaching of pupils in groups based on their prior attainment and the effective continuous assessment of pupils' progress. The National Numeracy Strategy has been introduced effectively. In addition to the daily teaching, a range of measures are used successfully in Year 6 to prepare pupils for the tests. All of these factors contribute to the improved results.
82. Throughout the key stage, there is a strong emphasis on using and applying mathematics. This brings relevance and meaning to the pupils' learning. The younger pupils in Years 3 and 4 can add and subtract numbers accurately and count in different ways. By the time the pupils reach Year 6, they have a developing understanding of the four rules of number up to 1000. The pupils have an appropriate knowledge and understanding of place value and can solve simple problems. By the end of the key stage they can handle data well and know how to gather and interpret information using charts and, to a lesser extent, computers, to record their findings. They deal confidently with decimals and fractions. They make approximations with growing accuracy, checking their work using calculators. However, computer assisted learning does not feature sufficiently in the planning of lessons. Pupils work competently with numbers both orally and mentally, supported by planned mental arithmetic sessions. In one lesson, however, mental tasks were not sufficiently matched to the prior attainment of average and lower attaining pupils to help them to succeed.
83. The school's strategy for numeracy is effective in mathematics lessons. Most lessons begin with mental work where pupils use and discuss mental strategies for solving problems. There are some examples of pupils using mathematical skills in other subjects. In science, pupils increase their knowledge and understanding of block graphs. In PE, pupils use appropriate measurements to test their pulse rates. The use of time-lines in history contributes to pupils' grasp of chronology. Map and plan making contribute effectively to pupils' numeracy skills in geography. In French, pupils learn numbers up to 40 and also construct block graphs which show their pets and how they come to school. Overall, however, opportunities to develop pupils' numeracy do not receive enough attention to further pupils' numeracy skills in subjects.
84. Boys and girls of all attainment levels are making good progress. Pupils can recall their previous work and review what they were expected to learn at the conclusion of lessons. They are developing a good knowledge and understanding of mathematical vocabulary. The National Numeracy Strategy is well used in all lessons. The clearly defined framework of the lessons supports the pupils' progress effectively. The two classes in Years 5 and 6 are taught in three teaching groups in each year based on their prior attainment. Within other classes, the pupils are also taught in groups based on their prior attainment. This enables all pupils in all years to work at appropriately challenging tasks and enhances pupils' progress.

85. Pupils, overall, have good attitudes to mathematics. This contributes to the overall good progress. They enjoy their learning. They complete their tasks, presenting their work neatly. Relationships are very good and pupils work well together. They know and understand the routines and procedures for lessons. They are, generally, aware of the teachers' expectations of them. The distracting behaviour of a small minority of pupils in some classes interrupts the natural flow of the lessons and the learning of others.
86. The overall quality of the teaching is good. Very good teaching was observed, particularly in Years 3 and 6. There was also some very good teaching in Year 4 but, in general, the majority of the teaching observed in Years 4 and 5 was satisfactory. The overall quality of the teaching has improved since the last inspection. Teachers generally have high expectations of their pupils. They have good subject knowledge, supported by recent training in the National Numeracy Strategy. There is good support provided by the special needs support assistants who work confidently under the guidance of the class teachers. Teachers plan well together in year group teams. Planning is thorough and includes good assessment and recording of pupils' progress. All lessons have good structure, including the recall of previous learning and the reviews at the end of lessons. Most lessons have good pace and challenging tasks. This contributes to pupils making appropriate progress. In a very good lesson in Year 3, for example, this resulted in all pupils making good progress in multiplication and number skills. Although all the teaching was sound or better, lessons that had some shortcomings lacked appropriate pace, were noisy and class management was less effective.
87. There is a good policy and scheme of work for mathematics but the policy has yet to be revised to incorporate the National Numeracy Strategy. The school uses commercial schemes as well as teachers' own devised resources with good effect. Assessment is good. The very good assessment procedures are used effectively to assist the planning for the teaching on a daily and half-termly basis. Marking is consistently used across the school to good effect to identify what pupils need to do to improve. The co-ordinator provides good leadership. She offers strong and effective support and guidance to staff and analyses the attainment and progress achieved by the pupils. She monitors the teachers' planning documents and provides appropriate feedback to staff. Monitoring of teaching has not taken place but this is planned in the near future as part of the schools' development priorities. This is important to ensure that all of the teaching is of the best quality. Effective training in the numeracy strategy has taken place and parents have been informed of the new initiative. The resources for mathematics are good. They are of good quality, deployed well in each class, and used effectively. However, the central resources are in an isolated room away from the main building and not readily accessible to class teachers. The use of the available computers is limited and insufficient.

Science

88. The results of National Curriculum tests at the end of Key Stage 2 in 1999 were above national averages. The results in 1998 were well above national averages. Results from previous years were above average, except for a dip in 1997. When results are compared with similar schools, pupils' performance in science was above average in 1999 and well above in 1998. There is no significant difference between the results of boys and girls. Results in science are generally higher than results in English and mathematics. The evidence from the inspection is that the majority of pupils are on course to attain standards above national averages by the end of the key stage. Standards are not quite as high as in the tests in 1998 because of differing levels of attainment in the current Year 6. In the present year, there is a higher percentage of pupils with SEN and their attainment on entry to the school was lower than the previous years' pupils. Overall, standards have improved significantly since the last inspection.
89. Attainment at the end of Key Stage 2 is above national expectations. Pupils' knowledge of scientific facts is good and there is strong development of their experimental and investigational skills. Pupils consider evidence very well and are able to use their knowledge to draw conclusions and make predictions. Pupils in Year 3 know the difference between condensation and evaporation. They learn that evaporated water can be changed back into a liquid by cooling. Pupils in Year 4 can investigate

the waterproofing properties of everyday materials. For example, when pupils used sugar lumps separated by different materials, they were able to pour water gently onto the solids to test the effect of water on the materials. In Year 5, pupils effectively investigate the properties of light on shadows at different positions. They make predictions about the possible outcomes of their investigations. In Year 6, pupils can wire up complex circuits and link cause and effect. For example, pupils were able to test circuits using five components to discover which bulbs were bright and dim. They drew circuits using diagrams and explained the alterations made in their circuits to obtain their results. By the end of the key stage, pupils can use diagrams, line and bar graphs and charts to present their ideas and to use appropriate scientific vocabulary.

90. Boys and girls of differing prior attainment make good progress. This is due to the good, and at times, very good quality of the teaching across the school. The organisation of the curriculum ensures that pupils learn in a progressive way, with many opportunities to investigate and experiment. Progress is good in all areas of science, with particular strengths in practical work. Pupils with SEN are well supported by teachers and support staff and make good progress in relation to their prior attainment.

91. Pupils' attitudes to learning are good overall. They show enthusiasm for the subject. They listen well to instructions and are very eager to offer ideas and to answer questions. In the vast majority of lessons, pupils work well together and sustain good levels of concentration and perseverance. They behave well and handle all equipment with care and respect. They relate very well to their peers and to all staff. Work is very well presented showing neat, legible handwriting and accurate diagrams.
92. The teaching is good, overall. It has improved since the last inspection. However, during the inspection there was a range from very good teaching to one unsatisfactory lesson. Subject knowledge is good. Planning for lessons is very good. What pupils are expected to learn is clear. This sharp focus for lessons makes a positive contribution to the teaching. Questioning is effective. There are high expectations of pupils' work and an appropriate match of work to pupils' prior attainment. In introductions to lessons, teachers give good explanations and build successfully on pupils' prior knowledge. Strategies to encourage pupils to work effectively in groups are successful. This is most beneficial to pupils with SEN. The pace of lessons is good. There is very good use of resources. In such a lesson in Year 6, for example, this resulted in pupils making very good progress in predicting, constructing and testing a circuit. In the one unsatisfactory lesson observed, the management of pupils was not effective and the teaching had little impact on the pupils' progress. Day-to-day assessment is sound. Homework is provided appropriately on a weekly basis and is linked to the topic being studied. This helps pupils to make progress.
93. Planning for science has improved since the last inspection and is good. The scheme of work ensures good coverage of the National Curriculum and progress in pupils' learning. Visits to museums and residential trips for fieldwork and exploration of rock-pools extend pupils' knowledge and understanding. Assessment across each area of science is sound, while procedures for assessing pupils experimental and investigative work are good. Through their records, teachers have very good knowledge of the progress pupils are making. Assessment information is used appropriately to inform curriculum planning. Teachers mark pupils' work carefully and consistently but provide few comments to help pupils to improve. Annual reports to parents record pupils' attainment and progress but targets are not specifically set. Science contributes effectively to pupils' spiritual, moral, social and cultural development. For example, pupils studying circuits had a sense of wonder when their bulbs lit up at different strengths of light.
94. The co-ordinator provides good leadership and is well focused on improving standards. She monitors teachers' planning and scrutinises samples of pupils' work. At present, she is not fully involved in monitoring the quality of teaching. This is insufficient to ensure that all of the teaching matches the best quality in the school. However, this is identified for action in the co-ordinator's action plan. Resources are good and well used, except for IT. The small school pond is used effectively for pond dipping. Display work around the school supports pupils' learning effectively.

OTHER SUBJECTS OR COURSES

Art

95. Standards by the end of the Key Stage 2 are above age-related expectations. Pupils' capability is good and they make good progress. They confidently use a range of materials, media and equipment to produce good work, often supporting other areas of the curriculum. They have a broad experience of skills and techniques, and good knowledge and understanding of the work of famous artists. They talk confidently about their work. They make very good progress in observational drawing with great attention to detail, sometimes using magnifiers to support their work. Examples of sketching, painting, sewing, illustrating, marbling, model making and cartoon studies following a visit to the museum of the moving image were of high quality. Standards have been maintained since the last inspection.

96. Pupils have good attitudes to art. They concentrate well. They know and understand the regular routines and procedures required for lessons. They respond well to the teachers' high expectations. However, they are not sufficiently involved in selecting resources which are often prepared for them by the teachers in advance of lessons. For example, the giving out of art smocks interrupted the flow of one Year 3 lesson.
97. Teaching is good. Quality has been maintained since the last inspection. All teachers have good subject knowledge and teach skills and techniques well. Lessons are planned well. There is good use of demonstration to reinforce what pupils are expected to learn and to illustrate what pupils need to do. Class management is good. High expectations are communicated to pupils who are reminded that they are now functioning as artists. In such a lesson in Year 3, for example, this resulted in pupils making good progress in the observational drawing of a peacock feather using pastels. Individual interaction with pupils in lessons is effective in helping pupils to improve their work. Otherwise, too little use is made of information from assessment to help plan the teaching.
98. Curriculum provision is good. The scheme of work is planned over a four yearly cycle and supports work in other areas of the curriculum. Good planning for reflection was observed in a Year 4 class. Assessment is unsatisfactory. The procedures for assessment are not consistently used by the teachers to inform the planning for lessons. The co-ordinator provides sound leadership. She does not currently monitor the teaching and learning in the classrooms but this is planned as part of the schools' development in the near future. Resources are plentiful, well managed and organised. The locality is used to support the art curriculum. During the inspection, for example, a Year 4 class sketched parts of the school building in connection with a history project. Some computer-assisted art contributes to the curriculum, for example in desktop publishing, but this is under-developed as a medium in its own right.

Design and technology

99. Standards are in line with age-related expectations by the end of Key Stage 2 and have been maintained since the previous inspection. Pupils can construct simple models, some of which move as observed in Year 5. They can modify their construction, for example to strengthen a chassis or to attach wheels. They are able to use tools to shape materials. In Year 3, the pupils can investigate advertising techniques using a rank test. This was in preparation for producing their own fliers to market visits to a zoo. There is generally an appropriate balance between designing and making. Detailed drawings are annotated with notes to support the making process. Pupils can follow developmental flow charts. Pupils' ability to evaluate final outcomes, however, is weak and less well developed. Pupils, overall, make satisfactory progress. There is, however, insufficient emphasis on pupils evaluating their products as the pupils get older.
100. Pupils have good attitudes to their work and are able to sustain their concentration well. They talk readily about their successes and are delighted with the outcomes. However, they are not sufficiently involved in deciding on and selecting the resources which will be appropriate for the tasks to be undertaken. Resources are often prepared for them by the teachers in advance of lessons.
101. Only a very limited number of lessons were timetabled during the inspection. Although the planning of work has improved, there is too little evidence to comment on the overall development of the teaching since the last inspection. Based on the evidence from teachers' planning, the observation of a few lessons and scrutiny of previously completed work, the teaching is at least sound and occasionally good. Planning is good. In the lessons observed, subject knowledge was satisfactory and classroom management was good. Appropriate use was made of review to recall what had been learned.
102. The curriculum provided is good. The policy and scheme of work relate clearly to other subjects. The fortnightly plans for the curriculum indicate assessment opportunities but the use of assessment to help plan the teaching is limited and unsatisfactory. Assessments are not regularly recorded. The co-

ordinator provides sound leadership. She has yet to monitor lessons across the school. Lack of monitoring contributes to some of the unevenness in quality but this is planned as part of the school's development shortly. Resources, which are plentiful and well organised, are well used.

Geography

103. Standards are in line with those expected for pupils of a similar age by the end of Key Stage 2. Standards are broadly similar to those at the time of the last inspection. The majority of boys and girls, including pupils with SEN, make good progress. Most pupils develop good enquiry skills through their work on the local environment. Pupils acquire some knowledge of other countries as well as their own. Literacy skills are being developed through discussion work, reading and writing. Map and plan making contribute effectively to pupils' numeracy skills.
104. Pupils in Year 3 have a good understanding of the local environment. They are able to locate physical features on a local map and identify the site of the school as well as other buildings and places. They are beginning to use appropriate geographical symbols to indicate all these features. They become more aware of geographical terms. They are able to use their study of the rain forest in South America to contrast with immediate areas. In Year 4, pupils can identify different physical features and changes in the environment. They are able to use a plan of Alton Towers to help them to make their own plans, using mapping symbols to show main places and routes. Pupils in Year 5 can plot main towns and rivers on maps of the British Isles as part of themes and settlements. As a contrasting locality, pupils study life in the Caribbean, looking closely at St. Lucia. Pupils in Year 6 can discuss the advantages and disadvantages of a by-pass for Godalming. They look at the siting of routes and how it affects the settlements and rural areas. During the year, pupils have the opportunity to visit Swanage and the Isle of Purbeck to compare those places with Godalming.
105. The attitudes of boys and girls to learning are good overall. Pupils listen carefully and respond appropriately asking sensible questions. They show perseverance and have very good relationships with each other and their teachers. Pupils are well behaved.
106. The quality of teaching is good and this contributes to the progress pupils make. Teachers have good expertise in geography and geographical skills. The good teaching is characterized by high expectations of pupils' learning and behaviour, a lively pace and interesting activities for the pupils. In such a lesson in Year 6, for example, this resulted in pupils making good progress in their understanding of the advantages and disadvantages of a by-pass. Planning is comprehensive but tasks set for pupils were not always challenging enough for the higher attaining pupils across the key stage. Clear instructions are given to pupils in all lessons and teachers spend time with each group to check their understanding.
107. The planning of the curriculum has improved since the last inspection. The scheme of work shows good coverage of geographical skills, places and themes. The policy provides guidance for the teaching. Systems for assessing pupils are generally in place but assessment information is not used effectively to inform half-termly or daily planning. At present, there is no co-ordinator following the departure of an experienced member of staff and the headteacher is temporarily overseeing the subject. He provides direct leadership and expertise. Monitoring of teaching and planning are not fully established. Lack of monitoring contributes to some of the unevenness in quality for higher attaining pupils. However, the school is poised to develop this area. Resources, except for the use of IT, are good and have improved since the last inspection. The school makes effective use of the locality, visits to places of interest and residential field trips to contribute to pupils' progress. Display work in the school supports pupils' learning and cultural development, particularly the work on St. Lucia.

History

108. Standards are in line with age-related expectations. Standards have been maintained since the

previous inspection. The scrutiny of pupils' work and the lessons observed indicate that overall progress is satisfactory. Pupils with SEN make sound progress. Pupils learn about particular eras in some depth and their knowledge and understanding of these is sound. As pupils get older, they expand and use their knowledge of past times. They use this to identify the characteristic features of the periods that they are studying. They begin to select, organize and communicate their knowledge through writing and sketching, as well as through the making of designs and models. They use their literacy skills well when recording their information. They develop their numeracy skills when looking at different times in history.

109. Pupils in Year 3 have sound knowledge and understanding of settlements and everyday life as they study life in Roman and Greek times. Pupils in Year 4 are able to identify the differences between Victorian and modern times and link this with an educational visit to Preston Manor. During this visit, boys and girls had the opportunity to dress up in Victorian costumes to discover more about the past and about the roles of men and women through role-play and simulations. They are able to use pictures and photographs to look at Victorian life closely. They use factual and historical language appropriately to record eyewitness accounts. Pupils in Year 5 study the Aztecs through stories, artefacts, pictures and by researching information from a good range of library books. They are beginning to understand the reasons for the siting of Aztec settlements near water and the life of children at this time. In looking at Britain since 1930 in Year 6, pupils study in some detail the effects of war on civilians and the role of women during the war years. They are able to examine artefacts such as ration books and make comparisons with the fashions of this period. By the end of the key stage, pupils begin to evaluate primary and secondary sources of evidence, including artefacts and non-fiction materials.
110. Pupils' attitudes to learning are satisfactory. Pupils are interested in history and enjoy learning about the past and discussing events in the past. They relate well to one another and are willing to share historical materials. Presentation of work is neat and tidy and pupils take pride in their handwriting and drawing. Behaviour is good overall. However, on occasions, a small minority of boys in some classes distract others from working and valuable time is wasted.
111. Only a very limited number of lessons were timetabled during the inspection. Based on the evidence from teachers' planning, the observation of a few lessons and scrutiny of the work previously completed, the quality of teaching is at least satisfactory and occasionally good. Quality has been maintained since the last inspection. Teachers' knowledge and understanding of the subject is good. Planning is good and draws on many resources to support pupils' learning. Teachers use questions well to challenge pupils understanding, and to develop their skills of historical enquiry. Teachers move around the room supporting groups and individuals which is beneficial to their learning.
112. The curriculum is good overall and has improved since the last inspection. There are procedures for assessment but the use of assessment information to inform the planning of the curriculum is not consistent across the school. The headteacher is the temporary co-ordinator who oversees the subject and offers effective leadership. However, monitoring of teaching and planning is not consistently carried out. The school recognises these shortcomings and is reviewing the situation. Resources are good and are well used, except for IT. There is good display work around the school which enriches the curriculum. The school makes good use of visits to museums, including the War Museum and visits in the locality.

Information technology

113. Standards at best are only in line with age-related expectations by the end of Key Stage 2. The pupils are not making satisfactory progress. Standards vary between pupils. For example, when pupils undertake word processing and activities involving data handling and control technology, there is a range in confidence, experience and skills. Many of the pupils who have computers of their own at home have well-developed skills. Other pupils do not show the versatility expected of them by the end of the key stage because of insufficient opportunities to use computers. During the inspection,

programs were occasionally used in English to practise phonics and spellings, for example in literacy lessons in a Year 3 class and in some withdrawal lessons for pupils with SEN. No examples were seen of pupils using IT to draft their writing. In mathematics, pupils in Year 5 used "logo" appropriately. Pupils in Year 6 were able to edit their work in mathematics, using a keyboard appropriately. The school has a floor robot, which enables the pupils to give directions and commands that produce a variety of outcomes. Other electronic equipment such as cassette recorders, video and listening stations are used satisfactorily to support work within the curriculum. There has been a recent increase in IT resources since the last inspection but insufficient progress in the development of the subject.

114. Pupils' attitudes to using IT are at least satisfactory and usually good. However, many lack confidence and are unsure what to do when they have difficulty with a program. Overall, however, they are keen to use computers. They use the equipment carefully.

115. The quality of the limited amount of teaching which was observed during the inspection was at best only satisfactory. Some sound teaching was observed in Year 6. Good use of the cassette recorder was also observed during a music lesson in Year 6 when pupils were able to listen to their achievements and improve on their performance. Some planned activities did not happen and in one mathematics lesson the pupils' excitement at witnessing an outcome on the screen suggested this was not a regular occurrence. The teachers' subject knowledge and confidence is limited, and they have received minimal training.
116. The curriculum provided only just meets statutory requirements because of the limited tuition. IT is still not fully integrated into the planning of the whole curriculum. The existing equipment is not used often enough. Arrangements for assessment are unsatisfactory. Teachers do not make sufficient use of assessment to match what is taught to the varying needs of the pupils. Arrangements for professional development have been too limited. A new co-ordinator has recently been appointed and her action plan is due to address a range of issues to improve quality and to raise standards. However, due to staff turnover, the co-ordination of IT has been unsatisfactory in the past. There have been three different co-ordinators in the last three years. This has slowed the pace of developments. The new, impressive computer suite offers the potential to improve the provision and to raise standards. The computers in the classrooms are of varying age and over half cannot operate up-to-date software. Careful consideration is being given to the management of the new computer suite as well as to the replacement and updating of hardware in the classrooms. There are appropriate plans to introduce pupils to the Internet and email.

Modern foreign languages

117. French is taught in Years 5 and 6. Overall standards are above age-related expectations. Progress is good. Standards and progress have been maintained since the last inspection. Boys and girls are consolidating their knowledge effectively. They are able to use vocabulary in appropriate contexts, to articulate clearly and to reply accurately to questions asked by the teacher. For example, pupils in Year 5 who were learning the names of the rooms in a house made good gains in their vocabulary by the end of the lesson. Pupils are confident in expressing themselves. For example, pupils used full sentences to reply to questions on things they liked and disliked. They were able to say how good they were at subjects using "Je suis fort(e)" with masculine and feminine endings. Pronunciation and intonation are good. Pupils with SEN make good progress even when there is no additional support in the classroom.
118. The attitudes of boys and girls to learning are good. They listen carefully to the teacher and answer appropriately in French, often with a good accent. They are keen to participate and clearly enjoy learning another language. They settle quickly to their work and use resources carefully. They are well behaved and work well both independently and in small groups. There are very good relationships between the teacher and the pupils. Pupils take great care in recording their work. Presentation is of a very high standard. Pupils' work shows good links with both numeracy and literacy, for example in counting and the use of block graphs. Literacy links are well established through the use of the two languages, with pupils carefully and accurately recording useful vocabulary.
119. The quality of teaching is consistently good. Standards have been maintained since the last inspection. The teacher has very good subject knowledge and fluency in French. Planning for lessons is very good. It is clear what pupils are expected to learn in each lesson. An extensive range of activities and resources are used very well. Many of the resources are homemade and are very effective in providing a good stimulus for lessons. High expectations are set in lessons and are met. In all lessons, there is pace and variety as well as activities which motivate the pupils and contribute to their good progress. Lessons are conducted throughout in French with no English spoken apart from instructions for homework. Overall management of pupils is good. Homework is set regularly as a complement to work completed in class. Pupils enjoy their homework as the activities are both challenging and interesting.

120. The curriculum provided is good. It is well planned. There is equality of access and opportunity for all, and pupils with SEN participate fully. The co-ordinator organizes a number of events to support the learning, for example a French breakfast and a fashion show. A day trip to France is also under consideration for the future. Opportunities for assessment are included in the planning for individual lessons. Assessments are recorded and used to inform future plans. The subject is well co-ordinated, efficiently managed and characterized by enthusiasm and commitment. The co-ordinator has effective curriculum links with local secondary schools. Resources are good and are well used in all lessons. Displays around the school show that pupils are studying different aspects of France and French life. Pupils also have opportunities to join a French club and to use the computer for accessing information.

Music

121. Standards are above age-related expectations by the end of the key stage. Accomplishments in the subject are a strength of the school. Standards have risen since the last inspection. The quality of the singing both in lessons and assemblies, and the standards attained by the school choir, are very good. The pupils make good progress. They listen appreciatively to all types of music with an increasing knowledge and understanding of the work of composers from across the world. In a very good Year 4 lesson, pupils reacted well when listening to, and watching, a video of part of the 'last night of the Proms'. They made good progress and were able to distinguish between musical moods, dynamics, tempo and structure. In Year 6, pupils can compose, exploring sounds in a structured form. This culminated in a performance of a symphony using a rondo structure. The pupils in a very good Year 3 lesson quickly understood the musical terms of piano, forte, diminuendo and crescendo. They made good progress as they explored these terms, using a variety of non-pitched instruments, with an increasing knowledge and understanding. Pupils are encouraged to write their own scores using a variety of notational symbols.
122. The pupils have good attitudes to music. They respond well to teachers' high expectations. They behave well. Relationships are good and pupils work well together. They value the work of other pupils.
123. The quality of the teaching is good overall, with some very good class teaching observed. In these lessons, pupils made good progress in their musical knowledge and understanding. Teachers plan well overall but make very limited use of day-to day assessment to help plan the teaching. They manage and organise their lessons in such a way as to enable all pupils to make good progress. Teachers have high expectations of the pupils who respond accordingly. The quality of teaching has improved since the last inspection.
124. The curriculum contains a good range of musical experiences. The policy and scheme of work relate well to other areas of the curriculum. Planning has improved since the last inspection. A good range of music is played for pupils to appreciate in assemblies. The choir, which meets at lunchtimes, is attended by over fifty girls and boys from across the school. Some pupils are learning to play the piano, trumpet, horn, guitar, flute and recorder supported by impressive instrumental teaching provided by the Surrey music service. Currently, however, there is limited liaison between the instrumental teachers and the class teachers. Assessment overall is unsatisfactory. The procedures for assessment are not followed consistently by the class teachers. The co-ordinator provides good leadership and support for other teachers. Monitoring of teaching has yet to take place. Resources are of a good quality, plentiful, and generally well used. However, the electronic keyboards are currently out-of-action and can not be used to assist pupils in composition activities.

Physical education

125. Standards at the end of Key Stage 2 exceed the expectations of pupils of a similar age. PE is a strength of the school. Standards have significantly improved since the last inspection. All boys and girls, including pupils with SEN, make good progress. They learn through the good teaching, for

example of skills in games, and the importance of trying hard to improve their performance. Pupils are given the opportunity to evaluate each other's performance. This has a good impact on their progress.

126. In gymnastics, pupils in Year 3 show a good awareness of space as they travel around the hall. They are able to plan and perform their movements on the floor and on the apparatus. They can initiate their own ideas competently. For example, pupils built up a sequence of movements with jumps, rolls and balances on the apparatus showing good poise after the final movement. Pupils refine their movements in order to achieve a higher standard of performance. Pupils in Year 6 show controlled movements of good quality in their warm-up activities. Pairs of pupils can synchronise their moves to show high and low movements on the floor and on the apparatus. Year 4 pupils work well individually in a range of dance steps interpreting moods and feelings to the music. Pupils in Year 5 learn appropriate skills in hockey and football. They have good control when passing and dribbling and demonstrate a good range of skills when practising in groups of three. By the end of the key stage, pupils' skills in football and netball are above average. They show very good control, moving freely with good changes of direction when catching and passing. Considerable work has been undertaken to ensure that skills are well taught to pupils.

1. Boys and girls are enthusiastic in lessons and the overall response to PE is good. They change quickly into suitable clothes. They listen attentively and answer questions. They are confident in performance. They appreciate the good efforts of other pupils. They handle resources carefully and safely. They are fully aware of health and safety in lessons and staff set very good role models. All pupils organise equipment very efficiently and have been well trained by the teachers to carry benches and mats correctly with no time wasted. Pupils treat each other with respect and relationships are very good. Pupils' behaviour is good.

128. The quality of teaching is good, with some very good teaching. This has a positive impact on pupils' progress. Standards have been maintained since the last inspection. Teachers have good knowledge of the subject. Lessons are very well planned to cater for the needs of all the pupils. What pupils are expected to learn is clear in all lessons. All lessons start with appropriate warm-ups and end with cool-down sessions. There is good pace, rigour and high expectations of pupils' work and behaviour. All teachers set a very good example by their active participation in all lessons. Evaluations are included in all lessons. On some occasions, this slowed the pace of the lesson as there was an over-emphasis on discussion with the pupils rather than allowing the pupils to perform effectively. Teachers use resources efficiently and provide well-balanced lessons.

129. The curriculum provides pupils with a good range of experiences. There is an appropriate policy and scheme of work. Good planning ensures that pupils make good progress. By promoting co-operation in groups and in pairs, PE makes a positive contribution to pupils' moral and social development. Extra-curricular activities, for example football and netball, are well attended and enhance the standards of those who take part. The school takes part in inter-school football and netball competitions regularly. Assessment is through direct observations during lessons and records are kept of pupils' achievements. The co-ordinator provides good leadership and is both enthusiastic and hard working. Planning is monitored regularly by the co-ordinator. Monitoring of teaching is not yet in place. Resources are very good and well used. The hall is narrow for PE but lessons are managed efficiently by all staff.

127. *Swimming*

130. The inspection included a focus on swimming. Pupils in Years 3 and 4 attend weekly swimming sessions during the year. There is no swimming provision for pupils in Years 5 and 6. It is not possible to make a judgement on the standards of swimming at the end of Key Stage 2.

131. Standards attained by pupils at the end of Year 4 are above those expected of pupils of a similar age.

Almost all the pupils in Year 4 can swim effectively. The majority can swim between ten to twenty five metres. Only a tiny minority of pupils in Year 4 are at an early stage of learning to swim. In Year 3, the vast majority of the pupils are able to swim confidently at ten and twenty metres. A minority of pupils, who can swim, have not yet reached the full ten metres.

132. Overall progress is very good. The more able swimmers in both year groups are developing an efficient back crawl stroke with a streamlined body position in the water. They show good standards in their leg kicks and in the propulsion of their arms. Average swimmers are using good techniques to increase their speed in the front crawl. Those pupils who are at an earlier stage are learning to improve their position in the water. They use floats in order to obtain stronger leg movements.

133. Boys and girls have very good attitudes to swimming. Pupils change quickly. They move around the pool safely and carefully. They enjoy their lessons and are well behaved. Pupils show respect for all adults. They listen attentively to the teachers' instructions and they wait until they are told to go into the water. After the session, they change quickly under supervision so that little time is wasted.
134. Teaching overall is good, with some very good teaching observed. Three instructors and two teachers, including the headteacher, are available to teach during the lessons. Teachers and instructors have good knowledge and expertise. This shows in the explanations given to pupils at the start of the lessons. The instructors are efficient and they teach effectively during the lessons. Pupils in each year are taught in groups based on their prior attainment. This enables pupils to develop at their own appropriate pace. Lessons are well planned and matched with pupils' prior attainment. What pupils are expected to learn is clearly stated. Pupils are well managed with good control. Good attention is given to health and safety. All lessons start briskly and the pace is good and momentum is sustained right up to the end of the session. Teachers assess pupils during the lesson and use this information to plan subsequent lessons.
135. Swimming is planned within the PE scheme of work. The co-ordinator with the headteacher ensures that there is progression across the year groups. There is good provision at the beginning of Key Stage 2 but not at the end for Year 6. The large swimming pool is well maintained. Transport is provided to take the pupils, the staff and the parents who help to the local Leisure Centre. Changing facilities for pupils are good and very accessible to the pool.

Religious education

136. Overall standards are in line with age related expectations in the Agreed Syllabus by the end of Key Stage 2. Standards have been maintained since the last inspection. Pupils demonstrate a suitable grasp of the elements of Christianity studied and are learning to use specialist terms appropriately. In Year 3, for example, pupils know about the Trinity and can recall details of biblical stories, such as "the Lost Sheep". In Year 4, pupils are able to talk about the various ways in which gestures are used in prayer. They show respect for rosary beads when discussing how these are used in Roman Catholic prayer. In Year 5, pupils are beginning to learn about significant objects and symbols in Judaism. In Year 6, pupils show understanding of the way faith can help a person come to terms with a personal loss but their ability to apply this to their own feelings and experiences is limited. In general, pupils' knowledge and understanding as they learn about religion is sound and developing appropriately. Their ability to learn from religion through reflection and response to religious values and beliefs is satisfactory but less secure. In a number of lessons, for example, pupils developed a sound grasp of the information provided but showed less ability to apply this to their own feelings and experiences to develop understanding of the value of a faith.
137. Boys and girls, including pupils with SEN, made sound progress in the lessons observed during the inspection. Overall progress, however, is not satisfactory. In some year groups, there is insufficient recorded work to help pupils consolidate their knowledge. The time given to teaching in some classes is limited. Pupils' progress is not assessed throughout the year to help pupils to improve their knowledge and understanding systematically. This contributes to some of the weaknesses in pupils' ability to explore, reflect and respond to religious beliefs by the end of the key stage.
138. Attitudes to learning for the majority of the pupils are at least satisfactory. They can be very good when taught well, as for example in a Year 5 class. In this lesson, pupils behaved very well. They were attentive throughout and displayed curiosity about what they were learning. This resulted in them making good progress in their knowledge and understanding of Judaism. Overall, concentration is sound. It is often good when the teacher uses objects and items from the faith being studied to stimulate pupils' interest. Occasionally, pupils' concentration waivers when they are not sufficiently motivated by the tasks or the way in which the tasks are being managed. Pupils always show respect for objects from different religions.

139. The overall quality of the teaching observed was satisfactory. Standards have been maintained since the last inspection. Lessons are appropriately based on the local Agreed Syllabus and it is clear what pupils are expected to learn. Classroom management skills are sound. In all lessons, relationships are good. Expectations of behaviour are high. In a very good lesson in Year 5, for example, class management was very good and enabled the lesson to proceed at a brisk pace. There was very good use of resources to engage and stimulate the interest of the pupils. This led to pupils making good progress. Where teaching has weaknesses, the questions asked of the pupils do not require pupils to think things through sufficiently to explore how ideas might influence a pupil's personal response. On occasion, there is insufficient support for writing tasks. Teachers are not assessing pupils' progress sufficiently to help plan lessons. These factors contribute to some of the weaknesses in pupils' ability to learn from religion. The teaching in assemblies makes a good contribution to pupils' religious education. There is no evidence of homework being set on a regular basis. Overall teaching standards have been maintained since the last inspection and improvements have been made in identifying what pupils will learn in individual lessons.
140. Statutory requirements are met. The school policy and scheme of work are sound and link well with the Agreed Syllabus. Arrangements for assessment are poor. At present, teachers do not regularly make any assessments of what the pupils already know in the areas of study. For example, Christianity is studied throughout the key stage but there are no records available to show what pupils know, understand or can do from previous years to help teachers plan the work in future years. Annual reports on pupils' attainment and progress are unsatisfactory. They comment mostly on what work has been covered. The co-ordinator has provided appropriate support for teachers through work on resources and has begun to monitor planning. This has helped to increase teachers' expertise. However, there is no monitoring of teaching, although some is planned. Lack of monitoring contributes to the unevenness in quality in learning about religion and learning from religion. Arrangements for professional development are too limited. Overall resources have been improved since the last inspection. As a consequence, the resources available for lessons are satisfactory but there are almost no books or displays in classrooms.

127. **PART C: INSPECTION DATA**

127. **SUMMARY OF INSPECTION EVIDENCE**

141. The team consisted of 4 inspectors who spent 14 inspector days gathering first-hand evidence over a total of 77.7 hours. During the week, 83 lessons or parts of lessons, 10 registration periods and 4 daily assemblies were inspected. All teachers were seen teaching at least once and many several times. Inspectors observed the operation of the school at the start of the day, during breaks and lunchtimes and after school.

142. Planned discussions were held with governors, including the chair of the governing body and representatives of the finance and development committees. Planned discussions were also held with the governor who has responsibility for SEN. Planned discussions were held with 15 members of staff. Conversations with staff occurred on many occasions throughout the week. Discussions were held with visiting parents, including representatives of the School Association.

143. All the available written and other work of a sample of six pupils from each year group was inspected and follow-up discussions were held with these pupils. In addition, 23 pupils across the year groups were heard reading individually. Informal discussions were held with many more pupils.

144. A large amount of documentation provided by the school was analysed both before and during the inspection. The registered inspector held a meeting which was attended by 18 parents before the inspection. The team considered a total of 72 responses from parents to a questionnaire about their opinions of the school.

127. 145.
INDICATORS

DATA AND

127. **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
Year 3 – Year 6	218	6	107	21

127. **Teachers and classes**

127. **Qualified teachers (Year 3 - 6)**

Total number of qualified teachers (full-time equivalent):	10.8
Number of pupils per qualified teacher:	20.19:1

127. **Education support staff (Year 3 - 6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	49.0
Average class size:	27.2

127. **Financial data**

Financial year:	1998/99
	£
Total Income	410,207
Total Expenditure	422,453
Expenditure per pupil	1,902.94
Balance brought forward from previous year	37,837
Balance carried forward to next year	25,591

127. **PARENTAL SURVEY**

Number of questionnaires sent out: 180
 Number of questionnaires returned: 72

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	39	51	8	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	49	1	0	0
The school handles complaints from parents well	25	52	20	2	2
The school gives me a clear understanding of what is taught	32	55	10	3	0
The school keeps me well informed about my child(ren)'s progress	34	49	11	6	0
The school enables my child(ren) to achieve a good standard of work	33	60	4	3	0
The school encourages children to get involved in more than just their daily lessons	26	53	19	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	51	10	9	0
The school's values and attitudes have a positive effect on my child(ren)	40	53	6	1	0
The school achieves high standards of good behaviour	38	51	10	1	0
My child(ren) like(s) school	50	44	1	4	0

127. **Other issues raised by parents**

- Staff approachable, welcoming and well led;
- Good support for pupils with SEN;
- Actively encourages parents to participate in children' education;
- Children are happy at school;
- Inconsistency of homework.