

INSPECTION REPORT

TRUMPS GREEN INFANT SCHOOL

Crown Road, Virginia Water

LEA area: Surrey

Unique reference number: 124952

Headteacher: Miss Susan Peake

Reporting inspector: Mr. G.D. Jones - 11816

Dates of inspection: 24th – 28th January 2000

Inspection number: 187972

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 to 7 years
Gender of pupils:	Mixed
School address:	Crown Road, Virginia Water, Surrey
Postcode:	GU25 4HD
Telephone number:	01344 843928
Fax number:	01344 842721
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. A. McGuire
Date of previous inspection:	16 th – 18 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Jones	Registered inspector	Mathematics Science Art Design and Technology Music Physical Education Equal Opportunities	What kind of school is it? The school's standards and achievements How well are the pupils taught? How well is the school led and managed?
Paul Widdowson	Lay inspector		How well does the school work in partnership with its parents? Attendance
Gail Robertson	Team inspector	Under fives English Information Technology Geography History Religious education Special educational needs	Pupils' attitudes, values and personal development; How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

National Educational Services,
Linden House,
Woodland Way,
Gosfield,
Essex
C09 1TH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trumps Green Infant School has 86 pupils on roll aged between 4 and 7 years and serves the Virginia Water area and beyond. The number of pupils attending the school has risen from 79 at the time of the last inspection. Most parents are home owners in an area which is predominantly middle class. It is smaller than most primary schools. There are four classes, one for Reception children, two Year 1 classes and a Year 2 class. There are two small Year 1 classes because of the comparatively large number of pupils in that age group. Three part-time teachers share the job of teaching the two Year 1 classes. There is a very sensible arrangement whereby pupils are taught in small groups during the mornings for literacy and numeracy whilst other subjects are taught in larger groups in the afternoons. Very few pupils come from ethnic minorities and four pupils speak English as an additional language. All pupils have received some form of pre-school education and their attainment on entry is good. There are nine pupils on the special needs register. This represents ten per cent which is well below the national average. Only one per cent of the school is eligible for free school meals. This is also well below national average. The main aims of the school are to enable pupils to develop intellectually, spiritually, morally and socially; to create a purposeful atmosphere where each person's contribution is valued and to create a stimulating and caring environment. The school's development plan outlines initiatives, amongst which are to improve the history and geography curriculum, to improve provision for information technology and continue to implement the school grounds development plan.

HOW GOOD THE SCHOOL IS

The school is very effective. The areas for improvement listed below are minor and are not important enough to be key issues for the school to address. The pupils' standards in reading, writing and mathematics are high and their progress is good. Standards in science are very high. The school ensures that pupils' academic achievement is maintained by a rigorous system of setting targets for each pupil, regularly reviewing pupils' progress towards these and re-adjusting the targets if necessary. Pupils' work is continually assessed in order that teachers can plan the next step in each pupils' learning. The quality of teaching in the school is good overall and ranges from outstanding to satisfactory. The leadership and management of the head teacher is very effective and has enabled the school to improve its work considerably over the past two years. Teachers who have the responsibility of co-ordinating the development of subjects in the curriculum work hard and have a very clear idea of what needs to be done to develop the subject each year. The governors support the school very well and are committed and very involved in its development. The school provides good value for money.

What the school does well

- Its high standards in reading and mathematics and its very high standards in writing and science;
- The very high quality of the leadership and management provided by the head teacher;
- The very effective procedures for monitoring and supporting pupils' academic progress;
- The very good and useful links it has with parents which have a good impact on the pupils' progress;
- The shared commitment of all staff to improve the school continually and the school's capacity to succeed.
- The very good arrangements for monitoring, evaluating and developing teaching which has resulted in the present good quality of lessons;
- The very successful arrangements for assessing pupils' work to plan the next steps in their learning;
- The very effective use made of assessment information to develop and improve the curriculum.

What could be improved

- Improving pupils' reading further by improving their skills at finding information from library books;
- Recording and monitoring of pupils' personal development where factors affect attainment and progress;
- Ensuring that school development plan initiatives are linked wherever possible to improvements in pupils' learning.
- Teaching about the ways of life of different ethnic groups in Great Britain need more emphasis.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. Since that time the school has maintained very strongly an impetus for improvement. The school has strengthened its commitment to improving its work continually. The school development plan has become a very powerful tool for improving the school. A detailed analysis of each initiative from the previous year is carried out and action is taken if further improvement is necessary. Further improvements are also identified by evaluating pupils' answers in the annual national assessment tests to find out areas of weakness and by analysing samples of their work. The head teacher regularly observes lessons so that strengths and weaknesses in teaching can be identified. A regular feature of the observations is a discussion with the teacher concerned soon after the lesson has finished. This has improved the quality of teaching since the last inspection when eighteen per cent of the lessons seen were judged to be unsatisfactory. The quality of teaching is now good and no unsatisfactory lessons were observed during the recent inspection. Teachers now plan work that meets the needs of all the pupils in the class. Higher attaining pupils are challenged and extended in their learning. Pupils whose attainment is average are provided with work that meets their needs. Lower attaining pupils are supported well by learning assistants and teachers and make good progress. Schemes of work and policies in all subjects are now in place to guide teachers' lesson planning. However, the school acknowledges that some of the schemes of work are now in need of review and development to provide an even better framework. Resources for learning have been purchased since the previous inspection to ensure that pupils' knowledge, skills and understanding are all improved. Pupils' skills in finding information from non-fiction books have not improved since the last inspection when it was mentioned these were under-developed.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	A	A	B
writing	A*	A	A*	A
mathematics	A	A	A	A

Key

Very high in comparison with average A*

well above average A

above average B

average C

below average D

well below average E

The above results indicate that the school has been highly successful in maintaining its pupils' high standards of achievement. The findings of the inspection reflect these results. Pupils read fluently and write competently with a very good standard of spelling and punctuation. The school's standards in writing show that it is in the top five per cent in the country. Pupils' standards in numeracy are very well developed. They calculate challenging computations in their head and have a good knowledge and understanding of number relationships. Their achievements in science are outstanding for their age and their understanding of the scientific approach to investigations is of very high quality. The school has met its targets for results in the annual national assessment tests. Attainments in information technology meet national expectations and in religious education the pupils' knowledge and understanding meet the requirements of the locally Agreed Syllabus. Pupils make good progress in art, geography and history and satisfactory progress in design and technology, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have outstanding attitudes towards learning and improving their work.
Behaviour, in and out of classrooms	Behaviour is of a very high standard throughout the school. Outside of the classroom pupils are polite to adults and are very caring towards each other.
Personal development and relationships	Pupils' personal development is very good. They develop independence and enjoy taking responsibility. Pupils of all ages get on well together.
Attendance	Attendance rates are above the national average with no unauthorised absence.

Pupils enjoy coming to school. The personal and social development of children who are under five is very good and is well above the level expected for children of this age. Pupil's relationships with each other and with adults are excellent. Pupils work well together. Lunchtimes are pleasant and social occasions for all concerned. Pupils show high levels of self-discipline and are concerned to do what they think is right. They usually arrive at school punctually and lessons following lunchtimes and breaks start on time. The pupils' very good attendance and punctuality have a positive impact on their attainment and progress and ensures that maximum time is given to the curriculum.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

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

The quality of teaching in English and mathematics is good. Pupils' skills in literacy and numeracy are taught effectively resulting in high standards in reading, writing and number work. The overall quality of teaching in the school is good. There were a number of strengths in the teaching. Lessons are planned very carefully so that the differing needs of the pupils are met. Teachers have very good relationships with the pupils and the pupils' behaviour is managed well. Learning resources are used well to support pupils' understanding, particularly in mathematics where a variety of learning materials is used very effectively. In every lesson the strengths in teaching outweighed the weaknesses. Where there are minor weaknesses they are centred around either a slow pace to the lesson with pupils having to wait to be told what to do next or teachers not ensuring that all pupils are listening when they are teaching the whole class. Every lesson was satisfactory or better and 22 per cent of the lessons were very good or better. There were no unsatisfactory lessons observed during the inspection. Pupils' work very hard and are enthusiastic about their learning. The vast majority listen very carefully and sustain their concentration for long periods of time. Other than a small number of pupils not being fully attentive, there are no weaknesses in pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good curriculum. It is enriched and extended by a range of first-hand experiences, by visitors to the school and by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good provision. Pupils with special educational needs are supported well by the special needs co-ordinator, support assistants and class teachers. Their individual educational plans have very clear and relevant targets and their progress is reviewed at regular intervals.
Provision for pupils with English as an additional language	There is a very small number of pupils with English as an additional language. These pupils' attainment in speaking and writing English is very good. They are well-supported by class teachers and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are encouraged to be independent and to accept responsibility. Provision for their social and moral development is very good. Their spiritual development is good and their cultural development is sound. The school does not place enough emphasis on teaching pupils about the ways of life of different ethnic groups of people within the United Kingdom.
How well the school cares for its pupils	There is a detailed child protection policy and very good provision for first-aid. There are very good procedures for assessing and monitoring pupils' progress and the outcomes are used to plan work which enables pupils to make good progress.

The school has a very effective partnership with parents which has a good impact on pupils' progress. Parents are encouraged to help at home with reading and other homework. The home/school diary is used very positively by parents and teachers to communicate about pupils' reading progress. The Parent-Teacher Association works tirelessly to arrange social and fund-raising events. Parents are provided with clear details about what their children will be taught and written reports give useful

information about progress. The curriculum provided by the school is very interesting for pupils. All subjects have a policy and a scheme of work which underpin pupils' progress. All areas of the curriculum meet statutory requirements. The school is a caring school. This is evident in the way it looks after pupils' welfare and in the way it assesses pupils' work thoroughly so that it can meet their needs in the classrooms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides high quality leadership and has introduced effective approaches to improving pupils' overall standards further. The senior teacher works closely with the head teacher and, together with the subject co-ordinators, jointly provide in-service training that enable the staff to work closely as a team and to commit themselves to improving the school.
How well the governors fulfil their responsibilities	The governing body supports the school very well and helps to set the overall direction of the school. Governors work hard and oversee effectively the curriculum and overall standards of the pupils as well as ensuring that the premises are safe and secure.
The school's evaluation of its performance	The school evaluates this effectively. It keeps track of the added value it provides for its pupils in terms of their progress and compares its overall performance regularly by comparing results with previous years and with similar schools. It strives continually to improve year-on-year.
The strategic use of resources	The school uses its budget wisely to provide a very good education for its pupils. Resources for learning are used effectively to enable the pupils to make good progress.

The staffing of the school is sufficient in number and expertise to deliver the requirements of the National Curriculum. Teachers have very good subject knowledge in the main areas of the curriculum and this has contributed greatly towards the very high standards of the pupils. Their understanding of how young children learn has also had a very positive impact on overall standards of attainment. Teachers are supported very well by well trained learning support staff. The arrangement for teaching the comparatively large number of pupils in Year 1 whereby pupils are taught English and mathematics in two small groups in the morning and one large group taught by a class teacher and learning assistant during the afternoons is effective. Standards in Year 1 are as high as in previous years. The accommodation of the school is very good and is used well with the exception of the school library which is poorly sited and under-used. It has good-sized classrooms and a spacious hall. The school's learning resources are sufficient in quantity and quality and are used effectively to enhance pupils' knowledge, skills and understanding.

The school is led and managed very successfully. Members of staff work strongly as a team and work hard to ensure that pupils make the progress of which they are capable. The school applies the principles of best value soundly. It compares its performance with other schools to ensure it measures up favourably. It consults with parents by sending out questionnaires to find out their views. To a certain extent it ensures it obtains the best value for money by comparing the benefits of different financial commitments but this does not happen often.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good; • Their children enjoy school; • The school is approachable; • Teachers expect children to work hard; • The school is well led and managed; • There are interesting extra-curricular activities; • Children get the right amount of homework; • The way the school encourages children to be mature and responsible. 	<ul style="list-style-type: none"> • A minority feel that the behaviour of pupils is not good enough; • Some feel that they are not given enough information about how their children are getting on at school.

The inspection team agrees with all the positive comments made by parents. Inspectors disagree with those parents who feel that pupils' behaviour is not good enough. The team's judgement concerning behaviour is that it is very good. Inspectors judge the annual written reports to provide parents with good information on their children's attainment and progress. However, although parents are given the opportunity to discuss these reports, there is no arrangement for a formal consultation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children are first admitted to the school initial assessments show that their attainment is above the average level expected for their age. They make good progress in the Reception class because of effective teaching. When they are five almost all children are ready to move on to the National Curriculum. By this time they have made very good progress in their personal and social development and their levels of attainment in language and literacy, mathematics, creativity, knowledge and understanding of the world and physical development are all good. The Reception class teacher and learning support assistants work closely together in planning and assessing pupils' achievements and this ensures the good progress that the children make.

2. The school's results in the annual national tests in 1999 at the end of Key Stage 1 show that the pupils' reading standards were well above the national average. Levels of attainment in the same series of tests showed that the school's results were very high in comparison with the national average in writing and well above average in mathematics. The percentages of pupils achieving higher levels than expected for their age group were also well above average in reading, writing and mathematics. Overall, this indicates that the pupils' standards are very good and that the higher attaining pupils are being extended effectively. Teacher assessments of the levels of attainment in science are very high compared with the national average as is the percentage of pupils achieving higher levels. This is true of all the different aspects of science in the National Curriculum and nearly two out of every three pupils achieve levels that are two years in advance of their age. When these results are compared with similar schools, Trumps Green Infant School's results are above average in reading and well above average in writing and mathematics. Over the past three years the school's results have remained consistently high in reading, writing and mathematics. An analysis of the 1999 results shows that overall boys and girls perform equally well in each of these main areas of the curriculum.

3. The findings of the inspection show that at the end of the Key Stage pupils' standards in speaking, reading and writing are well above average and standards in listening are excellent. This is an improvement since the previous report when standards in English were judged to be above average but not well above average. At the end of the key stage pupils listen and concentrate for long periods and respond to questions with enthusiasm. They use words effectively when speaking and enter into conversations confidently. The pupils' reading standards are highly developed for their age. Most read with accuracy, understanding and with expression. Many express clear preferences for books and have favourite authors. They use phonic, pictorial and contextual clues in the books to establish meaning and read with much enjoyment. Despite their very good reading pupils have not developed sufficient skills in finding information from the library. Pupils' writing is very good. They write stories, letters, poems, book reviews and even develop note-taking skills. Their spelling is usually accurate and punctuation is good with correct use of full stops, capital letters, question marks and speech marks. Pupils' handwriting is neat, legible and they use a good cursive style.

4. Year 2 pupils' standards in numeracy are very good for their age. They mentally subtract two numbers each containing tens and units and work out quickly and accurately halves and quarters of quantities. They count accurately in multiples of two, three, five and ten and are beginning to develop a knowledge of multiplication facts. Their very good mathematical knowledge is demonstrated clearly by their accurate measurements of the lengths of lines. They construct bar charts very competently either by hand or using information technology. Pupils recognise and name appropriately a wide range of two- and three-dimensional shapes. They are able to use their mathematical skills in practical situations which contrast with the previous inspection when pupils' use of mathematics was thought to be limited.

5. Year 2 pupils' knowledge, skills and understanding of science is very high for their age. At the end of the Key Stage pupils are able to plan their own experiments very competently showing a good understanding for their age of how to make their tests fair. This demonstrates a big improvement since the last inspection when their progress was not sufficient. Their knowledge of animals and plants is outstanding for their age. They name and recognise a range of mammalian internal organs and understand their function. They carry out carefully controlled investigations in to the growth of plants and discover what conditions are necessary for them to grow. They understand that when a number of materials are heated their state is changed, sometimes permanently. Pupils understand that forces acting upon objects cause them to move, go faster, change shape or stop. A variety of relevant experiments have consolidated their knowledge and understanding of such scientific ideas.

6. By the end of the Key Stage pupils' standards in information technology are in line with what is expected for their age. They use information technology to find information from the Internet and to construct graphs of findings from their investigations. Pupils use the mouse and keyboard controls with increasing proficiency to 'click and drag' and give basic commands. Reception pupils can use a sentence program to rearrange jumbled words into a correct sentence.

7. Year 2 pupils' attainments in religious education are in line with the requirements of the locally Agreed Syllabus. They have a sound knowledge of a variety of religious beliefs including Christianity, Islam, Judaism and Hinduism. Pupils understand that the Bible has an Old testament and a New Testament. They have good recall of stories from the Old Testament including Noah and Moses and understand the significance of Christmas and Easter to Christians. Pupils understand the importance of prayer in the lives of people who follow different faiths.

8. Pupils make good progress in the Reception class resulting from the teacher's high expectations and clear understanding of how young children learn. Key Stage 1 pupils are also well taught, especially in Year 2 where the lesson planning meets the needs of all the pupils in the class and the activities extend their knowledge, skills and understanding.

9. Progress in speaking, listening, reading and writing is good. Pupils are given many opportunities to speak during whole class discussions and during role-play activities such as the 'Healthy Eating Café.' They are encouraged and praised very frequently for being good listeners and this has enhanced greatly their concentration and listening skills. The home-school reading diaries play a significant part in the pupils' good progress in reading and the class teacher and parents work well in partnership. There is a good emphasis on the teaching of phonics and this has had a positive impact on reading standards and pupils' progress. Their writing has been developed effectively through a wide range of opportunities to write in a variety of forms such as poetry, story writing, explanations and instructions. The pupils' work is marked very carefully by teachers and is used to assess the needs of children and to set well-judged targets.

10. Progress in mathematics and science is also good. Teachers plan work that is carefully gauged to extend the knowledge and understanding of pupils working in different groups within the class. Class teachers assess pupils' achievements so they can decide the next steps in their learning. Information technology is used effectively to compliment other subjects in the curriculum such as English, mathematics and religious education. Pupils' progress in religious education is satisfactory and results from a sound coverage of the requirements of the Surrey Agreed Syllabus. Progress in history, geography and art is also good. In all other subjects the progress made by pupils is satisfactory.

11. Pupils with special educational needs make good progress. They are supported well by teachers and classroom assistants during lessons. The targets on their individual educational plans are very clear and specific. This enables both the pupil and the teacher to have a very clear focus on improvement and the success at achieving the goals is more easily assessed. Higher attaining pupils are extended successfully and the high proportion of pupils achieving higher levels in the annual national tests demonstrates this clearly. Boys and girls reach equally high levels of attainment in reading, writing, mathematics and science.

12. The good progress made by the vast majority of pupils is a result of the school's rigorous approach towards setting targets for each pupil. Children are assessed carefully when they are admitted to the Reception class and the outcomes are used to forecast the level of attainment which each individual is likely to attain at the end of Year 2. A challenging target is set which is higher than the forecast and teachers and pupils work hard to achieve the goals. Pupils' work is reviewed annually to decide whether the targets are still appropriate and are readjusted to make them either more realistic or to challenge them even further.

Pupils' attitudes, values and personal development

13. This is a major strength of the school. Throughout the school pupils have positive attitudes towards their learning. They concentrate well, try to do their best and take pride in what they achieve. Pupils listen attentively to their teachers and to each other. They are willing to offer ideas and opinions, and generally persist in the face of difficulties. They are interested in what they do and enjoy coming to school.

14. The personal and social development of the children who are under five is very good and is well above the standard expected for children of this age. Children establish effective relationships with adults and learn to take turns and share resources with other children. They are always well behaved, keenly interested in their activities and are particularly eager to try new things. They work very well as part of small and large groups when supported by an adult. In addition they can work and play independently using the school's very good approach to encouraging independence in learning. Pupils use an easy to use decision board entitled 'Plan, Do and Review' to help them make choices in their work. Pupils are confident and friendly, and respond well to familiar routines.

15. The pupils' behaviour is very good at Key Stage 1. They are polite and helpful to adults and to each other, and treat property with respect. Their behaviour strongly supports their learning across the school. Pupils' relationships with each other and with adults are excellent. They are friendly and relaxed with visitors, and have confidence in their teachers and other staff, seeking help when required. They work well together and support each other in lessons. Out of the classroom they play amicably and pupils of all ages get on well together. Lunchtimes, for example, are pleasant social occasions for all concerned. There have been no exclusions. The Reception children and other pupils could not recall any incidents of bullying.

16. Pupils' personal development is very good. It is supported effectively by the good links that exist between parents, the community and the school. Pupils show high levels of self-discipline and are concerned to do what they think is right. They are happy to do jobs around the school and when given the opportunity to take responsibility, they do so willingly. They are eager to take turns to be the 'special person' in the class and carry out jobs. They operate a system of 'plan, do and review' which encourages their independence. Pupils learn this approach in the Reception class and the promotion of independence continues into Year 1. Pupils behave in a very mature way in the playground by taking very seriously the notice "playtime is now finished, please walk in quietly" responding in an excellent way towards it.

17. Parents report how much their children enjoy coming to school and how they look forward to completing the homework set. No pupil was late during the inspection, they entered school promptly, took off their coats and sat promptly ready to begin lessons. The school has maintained the high standard found in the previous report.

18. Attendance at the school is above the national average with no unauthorised absence. Pupils come to school on time and lessons throughout the day start punctually. The very good attendance and punctuality have a positive impact on attainment and progress and ensure that maximum coverage is given to the curriculum.

19. The pupils' excellent attitudes to school and the very confident way they relate to others have been maintained since the last inspection. The standard of their behaviour and the caring way they respond to others have also been maintained. However, the present pupils are more independent than those attending the school during the last inspection when they were thought to lack opportunities to show initiative.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall throughout the school. There are a number of examples of very good lessons, mainly in literacy, numeracy and science lessons. 22 per cent of the lessons were very good or better and 42 per cent were good. There were no unsatisfactory lessons seen during the inspection. This is a great improvement over the last inspection where eighteen per cent of the lessons were judged to be unsatisfactory.

21. Lessons for children who are under five are very well planned and organised. The teacher provides a good role model and has high expectations of children's work and behaviour. Children are assessed and the outcomes are used very effectively to plan the next step in each child's learning. The teacher and learning support assistants work very effectively as a team. They meet together before the school day begins and discuss the activities and the objectives planned for the children. The Reception class teacher has a very good knowledge of how young children learn and children's confidence and independence are promoted strongly. The class is highly organised by the class teacher, and the room provides an attractive and stimulating learning environment. Children are given a very good start to their schooling and have a firm foundation on which to build their National Curriculum work.

22. Literacy and numeracy lessons have been implemented according to prescribed guidelines and have enhanced pupils' learning. Of particular note is the good impact on progress made by regular mental mathematics sessions that improve the pupils' quick recall of number facts. The quality of teaching in English is good and contributes strongly towards the pupils' good progress and positive attitudes. Mathematics lessons are also good and pupils' understanding and quick recall of factual information have developed strongly

23. Examples of very good teaching in the school have a number of factors in common. Firstly, teachers have outstanding relationships with the pupils that results in mutual respect. These lead to hard work, real attempts from the pupils to produce their best efforts and the security in knowing that they can always ask for support with their learning without fear of losing self-esteem. For example, one teacher just calmly rests her hand on the shoulder of those pupils whose attention wavers. There is no undue fuss and the children immediately concentrate once again. When pupils are working there is an intense atmosphere where they are attuned to producing high standards of work. Secondly, the links between assessment of pupils' efforts, recording the outcomes and lesson planning are very clear. Teachers' questioning is of high quality such that they really assess whether pupils have understood new learning or not. The information arising from this is recorded carefully and used to plan work that will enable pupils either to move on to the next step in learning or to revisit what they have not yet understood. This was very evident in, for example, a mathematics lesson where pupils

had been set very different activities that matched their varied needs. The whole class was working on the theme of subtracting two large numbers from each other. Average attaining pupils were given a work sheet containing questions to be answered. They counted from the lower number to the higher number. For example, when subtracting 56 from 70 they calculated the difference by counting from 56 to 70. Other pupils were encouraged to use the quicker method of adding ten first to get from 56 to 66 and then counting on to 70. Higher attaining pupils were selecting at random two numbered cards from a pile and formally writing out the computation, having first decided which number should be subtracted from the other. Lower attaining pupils worked on ordering a set of numbers so they became familiar with highest and lowest numbers. Throughout the lesson the class teacher was moving from pupil to pupil assessing the degree of their understanding. Finally, teachers have very high expectations of what pupils can do. For example, in a music lesson for children who are under five the teacher introduced the musical symbols representing the different values of notes. She drew minims, crotchets and quavers in different combinations as a way of recording different rhythms. She expected the children to be able to clap the rhythms represented by the series of symbols. This was a very challenging task for young children but they succeeded admirably.

24. Where the teaching was good or satisfactory the positive factors in the teaching far outweigh any negative factors. Lesson planning is very clear with lessons having a clear focus. The objective of the lesson is often shared with the pupils so that they are aware of what they should be aiming at by the end of the lesson. All teachers have good relationships with pupils but in some lessons this has a far greater impact than in others. Where there are minor weaknesses these are centred around the class teacher not paying sufficient attention to ensuring that all pupils are listening to what is being said. Some talk quietly between themselves and sometimes miss important aspects of the lesson. In addition the pace of some lessons is slow. For example, in one mathematics lesson pupils were working in pairs to calculate the value of different collections of coins and had to wait whilst the teacher painstakingly checked whether each pair of children had the correct answer. During this time pupils were unproductive and time was not well spent.

25. The teaching has improved greatly since the previous inspection. The unsatisfactory teaching at that time was partly the result of teachers expecting too little of pupils and an over-reliance on undemanding worksheets. They also did not vary their teaching approaches or classroom organisation sufficiently to allow pupils opportunities to learn by investigation or problem solving. This is certainly not the case at the present time. Teachers have high expectations of pupils and plan challenging lessons that meet the needs of all pupils. Independence is encouraged and pupils learn much of their knowledge, skills and understanding through investigations and planning experiments.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

26. There is very good curriculum provision across the school.

27. The curriculum for children under five is planned carefully to support children's development and enables them to make very good personal and social development and good progress in all areas of their learning. It is broad and balanced and promotes successfully children's social, emotional, mental and physical development. The school links the literacy and numeracy strategies very appropriately with the curriculum for the under fives.

28. The curriculum at Key Stage 1 includes all subjects and aspects of the National Curriculum, religious education and personal, social and moral education and, in the summer, a programme to help pupils to learn to swim. It reflects the stated aims of the school and provides an interesting and exciting programme for pupils that promotes their intellectual, physical and personal development. Time is set aside each day for the teaching of literacy and numeracy. The school's very good

planning for these areas ensures that time is well spent. The school has a well-designed whole-school curriculum framework that ensures that pupils are able to make progress in their learning. The curriculum is organised effectively and contributes well to the quality of learning. It prepares pupils well for the next stage of their education. The curriculum for pupils with special educational needs is suitable and addresses the requirements of the Code of Practice. Pupils who require individual education plans are provided with ones that are well written. These are reviewed at regular intervals to ensure that pupils are making appropriate progress.

29. The school gives suitable emphasis to the core subjects of English and mathematics, including the literacy hour and the numeracy strategy, science, religious education and information technology. Allocations of time are given to all other subjects befitting their importance throughout the school. The provision for the pupils' personal, social and health education is very good and has a positive impact on their achievements in the curriculum. The school ensures that equal opportunities are provided for all its pupils. There is an appropriate policy for sex education and, in addition, a programme to enable pupils to become aware of the dangers of misusing drugs.

30. Pupils' work is very well planned and taught as separate subjects. Where appropriate it is linked with other subjects through themes such as 'Trees', 'People' and 'Toys' in a three-yearly cycle. The well-conceived long-term plan ensures that pupils are able to make progress from year to year and, in particular, the links made between the Early Years Curriculum and the National Curriculum during the Reception year. Medium-term plans are constructed well to give a good general outline of subject coverage. These are firmly guided by the schemes of work. Plans are checked for coverage and balance by subject co-ordinators and the head teacher. Teachers' short-term planning ensures that most of the work is well matched to the pupils' abilities through groupings within classes. The higher attaining pupils are challenged and extended appropriately, whilst pupils with special educational needs have very good support and provision.

31. All subjects have supportive policy statements and schemes of work. They are effective in providing support and guidance to ensure the progression of skills and an appropriate balance of activities. End-of-term evaluation enables teachers to look critically at all plans and make the adjustments and developments necessary for future success.

32. The curriculum has been greatly improved since the last inspection. The previous curriculum was narrow and restricted and the amount of time given to some subjects was inappropriate. There were no schemes of work for the different subjects of the National Curriculum and religious education and the activities planned for pupils were over-directed and did not allow for them to make decisions for themselves. None of these factors prevail at present and pupils are given the opportunity to make good all-round progress as a result of the provision made by the school.

33. Pupils take part in a very good range of extra-curricular activities, including tennis, information technology and music. The curriculum is extended, supported and enriched by the first-hand experiences provided by visitors to the school, such as the curate of the local church, or visits into the locality. During the summer term the pupils have lessons outside in the school grounds for a day covering activities such as pond dipping or still life drawing. These have a positive impact on pupils' progress in science.

34. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. Daily acts of collective worship are of good quality and meet statutory requirements, successfully promoting the pupils' spiritual, moral, social and cultural development. The school has taken positive and successful measures to address the issues in its previous inspection report.

35. The school promotes effectively the personal and social development of children under five. This occurs through the good provision of teachers and learning support assistants by establishing daily routines and clear expectations of good behaviour. They provide good role models and the necessary support for children to grow in confidence and learn the skills of independence.

36. The school's provision for spiritual development is good. Acts of collective worship are an important part of each school day and include the celebration of Christian festivals. The school successfully meets the aims and objectives of its collective worship policy. Pupils' spiritual development is promoted through listening to music; singing hymns and the ritual of lighting a candle in an atmosphere of quiet and calm with time for reflection and prayer. Other people's beliefs and points of view are listened to with great respect. Opportunities for spirituality are overtly planned within school. Cross-curricular plans promote, for example, feelings of awe and wonder when pupils listen to stories. Pupils' spiritual development is promoted well through the thoughtful study in religious education lessons of the Christian and Jewish beliefs. Local clergy make useful visits to the school and contribute significantly to consistently good quality acts of worship.

37. The school's approach to moral education is very good, clearly teaching the principles that distinguish right from wrong. There is a simple code of conduct. The good behaviour and discipline policy emphasises consistency in reward for good behaviour and the consequences of unacceptable behaviour. Pupils are taught moral values such as honesty, fairness, generosity, and kindness. These ideas are supported by a single moral theme being developed through the week's assemblies. Moral education is an integral part of every school day. All the adults in the school provide good role models for moral development. Their great respect for pupils' views, and their kindness and high expectations of good behaviour provide very good examples for all the pupils.

38. Arrangements for the social development of pupils are very good. The school successfully promotes an ethos that consistently fosters confidence and self-esteem. Pupils are taught to value themselves and each other. There are many good opportunities for all pupils to act responsibly, take initiative and develop independence. Pupils are encouraged to offer help to visitors and to select and put away their own equipment. A sense of social responsibility is encouraged very well in a number of ways. Relevant teaching by adults during collective acts of worship, the mature way in which they are encouraged to behave during break-times and the support given to a variety of charities all contribute to the pupils' social development. Sums of money are raised regularly for charitable organisations such as the 'Red Nose Day' Appeal, Poppy Day, appeals for the homeless at Christmas and Dr. Barnardo's Charity.

39. The school promotes the pupils' cultural development satisfactorily. Pupils develop an understanding of their own culture through studying Virginia Water in geography, visits to local museums, learning to play recorders and maypole country dancing. They are given opportunities in termly studies, such as 'Toys, Peoples and Homes' to experience similarities and differences between their culture and others. The school's multicultural education resources, including books and artefacts, have improved since the last inspection. However, promoting awareness of the different ways of life of the variety of cultures represented in Great Britain is not yet fully in place.

40. The school has established very good links with the community. The local carnival is held annually in the school grounds when pupils traditionally perform the Maypole Dance. The local community is invited to the school on Open Day and is able to use the swimming pool after school and during the school holidays for a small fee. Links with local businesses have been well established particularly through the 'Outside-In' project which seeks to develop a series of sense sites in the school grounds. This has been well supported by local companies. The school has also been successful in a number of environmental competitions and the money which has ensued has been put towards the project.

41. The school regularly supports two charities a year and, at harvest festival time, food is distributed to the elderly at a local day care centre. Visitors to the school include members of some of the charities supported by the school. Representatives of these organisations talk to pupils about their work and members of the emergency services do likewise and also give advice on personal safety. These activities make pupils aware of those less fortunate than themselves and help in developing social awareness and citizenship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a safe environment for all staff and pupils. Children who are under five work in a caring environment and are encouraged to be as independent as possible. Members of staff know the pupils well and relationships are very secure. Pupils are confident to talk to teachers if they have any problems or concerns. They are well supervised during break-times and at lunchtime.

43. Seven members of staff are qualified in first-aid and there are clear guidelines for recording and dealing with accidents. The school adopts a sensible approach to the dispensing of medicine to pupils. Only long-term medication is administered in school when parents provide written authorisation. However, appropriate adult help is available for pupils who use inhalers. There is a detailed and comprehensive health and safety policy and inspections are carried out each term by the health and safety governors accompanied by the head teacher. Items requiring attention are sensibly recorded and the Governing Body monitors the remedial action.

44. The school has a detailed Child Protection Policy with a named child protection officer who has received formal training. Members of staff are very aware of procedures to be followed where children may be at risk.

45. The steps taken by the school to ensure the pupils' good discipline are well established. It monitors and eliminates oppressive behaviour in a highly successful way. The very good behaviour of the pupils is a credit to the school's procedures for monitoring and valuing its pupils. Pupils are aware of the steps to be taken if there is any unacceptable or oppressive behaviour.

46. The school has very good procedures for monitoring pupils' academic progress and the achievements of its pupils. It makes very good use of assessment information to guide its curriculum planning. The school has made remarkable improvements since the last inspection. Assessment across the whole school is now good. There are very good procedures for assessment and monitoring of progress through the use of tests, tasks and target setting. For example, the baseline test is used to measure attainment on entry. Pupils are given targets to achieve after focused assessments are made in English and mathematics. Teachers and pupils agree these individual targets. A great amount of time is well spent on this process and is appreciated by pupils and parents. The individual pupil target card is an excellent record of pupils' progress and achievement. Pupils are prepared well for standardised tests at the end of the Key Stage.

47. The information from assessment is used very effectively to plan work that meets the differing needs of all pupils. Teachers regularly carry out informed assessment and review their teaching to ensure pupils' progress through the National Curriculum. The school carefully analyses the results of the national tests to identify strengths and weaknesses in curricular provision and gender issues and to take action in an effort to improve standards.

48. The school has an effective marking policy and the marking of work throughout the school is generally consistent. Teachers' comments focus not only on praise, effort and presentation but also on advising pupils about how to improve. During lessons, teachers consistently offer encouragement, advice and recognition of effort and good work. This has a good impact on pupils' learning and on the progress they make.

49. The school has an effective system for identifying pupils with special educational needs which involves careful and detailed observation of pupils and formally testing their knowledge, skills and understanding. The initial assessment tests alert teachers to pupils' possible future special educational needs. When pupils are identified as having special educational needs good quality individual education plans are devised which are matched closely to their needs.

50. Monitoring pupils' attendance at school is good. Teachers immediately notify the head teacher if they are concerned about any child's attendance pattern and the effect on academic progress. These concerns are followed up diligently to ensure that the situation improves.

51. The school has begun to introduce a system of personal targets which is mainly used for academic improvement at present. In addition, the teachers focus on one pupil each week to make an in-depth appraisal of personal development but this takes six months to complete the class profile. This does not allow for teachers to record on-going essential elements of pupils' personal development that might have a negative effect on the standards of their work. Teachers know their children well but, as yet, do not record and monitor any behaviour that might affect the standard of their work adversely.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a very effective partnership with parents. This has a significant impact on the quality of education provided for the pupils. Parents receive useful information through the School Prospectus and regular newsletters which include details of the curriculum to be covered during each term. Pupils' annual reports are written in the summer term and provide parents with good information on their child's attainment and progress. However, whilst parents are given the opportunity to discuss these reports informally, there is no formal arrangement for a consultation to be held with the class teacher.

53. Parents have a very positive view of the school. Their responses to the questionnaire distributed before the inspection began indicates that they feel their children enjoy coming to school and are encouraged to work hard and achieve their best. The vast majority feels comfortable about approaching the school with problems and during the meeting with the registered inspector expressed the view that the school's response is usually fair. Parents' complaints and problems are always followed up.

54. Parents receive a termly matrix which shows the themes for the pupils' work during the term. This enables them to help at home if they wish. The home-school diary is used very effectively for teachers and parents to communicate with each other in connection with children's reading progress.

55. There are two formal consultation evenings for parents and an Open Day to which both parents and members of the local community are invited. The school has organised a useful information week for parents on the literacy hour and, in addition, a workshop is planned to cover work on numeracy. This aims to enable parents to be able to support their children at home and improve their progress even further. There is a well-established and effective induction programme for parents of pre-school children and new parents receive useful help and guidance on how to prepare their children for school. Members of staff are always available to talk informally to parents about any concerns they may have and parents are always made to feel very welcome in school.

56. The head teacher has established good links with all the local playgroups that have children who are admitted to the school subsequently. These links ensure a smooth transition into the Reception class. Children visit the school for the Christmas concert and the Outdoor Day where they experience school activities and meet their teacher. In addition the head teacher visits all the pre-school groups once a year. There are good procedures for the transfer of pupils to the junior schools which include meetings between teachers when important information on pupils' attainment and progress are passed on. Year 2 pupils have the opportunity to visit their junior school to familiarise themselves with different school routines and their new teachers.

57. Parental involvement in the work of the school is very good. Approximately a dozen parents help in school regularly. They provide support in the classrooms by hearing pupils read and by working with pupils in information technology and art and craft activities. Reading volunteers are provided with appropriate advice and guidance. The majority of parents help at home with reading and other homework tasks and the reading diary is an effective two-way communication between home and school. There is an active Parent Teacher Association that organises social and fund-raising activities. They finance and manage the running of the swimming pool and provide funds to purchase equipment which enhances the educational facilities provided by the school. The school's partnership with its parents has improved since the previous inspection when it was just beginning to develop. The links with parents is now well-established and flourishing.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The head teacher provides high quality leadership and has a very clear idea of the direction the school should take and the ways in which it could improve. A climate of very close teamwork has been carefully nurtured and all members of staff work together towards common and agreed goals that will improve the curriculum and other aspects of the school. Since the previous inspection the head teacher has done much to improve the school. Target setting as a means of improving standards in the school has been introduced and has been a very effective tool. Children are assessed when they are admitted to the school and future targets are set for their levels of attainment in reading, writing and mathematics. These targets are reviewed and adjusted regularly following an assessment of each pupil's progress. In addition there are class targets and whole school targets for the teachers to aim for. Staff meetings are used to decide on ways of enabling the targets to be realised and appropriate action plans are drawn up.

59. Pupils' answers in the annual national assessment tests are analysed to identify weaker areas in the school's curriculum. Once identified these become a focus for some of the teaching during the following year. Samples of pupils' work are monitored regularly to make judgements about progress and to ensure that the National Curriculum in English, mathematics, and science are being covered as well as the content of the Surrey Agreed Syllabus in religious education. Marking of pupils' work is used as an opportunity to assess the extent of pupils' knowledge, skills and understanding as well as through careful questioning of pupils during lessons. The outcomes are used to plan work that meets the needs of the pupils and to ensure that they continue to make good progress. The overall behaviour of the pupils has been improved very successfully through the introduction of a new discipline policy which was discussed with everyone concerned, including pupils and their parents.

60. The overall quality of teaching has been improved since the previous inspection. The head teacher has accomplished this by monitoring lessons regularly. This highlighted strengths and weaknesses in teaching. The strengths have been shared so that all staff could benefit and the weaker aspects have been overcome as a result of discussion or in-service training. Follow-up observations have been carried out to ensure that strengths have been maintained and any areas in need of improvement have been tackled successfully. This has been accomplished in a very positive atmosphere and all members of staff have adopted a favourable attitude towards this exercise. The head teacher works very closely with the senior teacher and other staff to develop the curriculum and enable the school to move forward continually.

61. Subject co-ordinators work hard to improve the curriculum and resources provision for which they are responsible. The English, mathematics and science co-ordinators carry out audits of pupils' attainments and draw up an action plan to implement improvements. All pupils have individual targets for learning in English and mathematics but in science only Year 2 pupils have these. Co-ordinators monitor teachers' planning in the subject for which they are responsible to ensure that the work planned enables pupils to make progress in their learning.

62. The school development plan appropriately covers a period of three years and is very efficiently kept on target by the head teacher and governing body. Although there are long-term plans it is sufficiently flexible to be able to accommodate other or important items in the intervening years. The initiatives from the previous year are evaluated rigorously before the content of the current year in the school development plan is finally agreed. The priorities of the plan are very appropriate and the timetable for action is overseen effectively by the head teacher. The implementation of the initiatives are planned carefully but the success criteria associated with each one is rarely linked with improvements in pupils' standards or levels of attainment. Opportunities to use objective evidence to decide whether the action taken has been successful or not are, therefore, missed. These would provide the school with further statistical evidence to track the progress of the school.

63. The governing body supports the school well, works hard on its behalf and is fully informed of the school's strengths and weaknesses. It fulfils its statutory duties and keeps itself well informed of the way the school is performing and how it is improving. Governors help to set the overall direction of the school and are active members of a number of committees. Members of the health and safety committee inspect the school premises each term to ensure that there are no safety or health hazards for the pupils. They draw up a list of problems and monitor the progress of the action taken to address them. The finance committee has sound systems in place to monitor the budget regularly. Day to day management of finances is undertaken effectively by the bursar who has a very good knowledge of current levels of expenditure and balances. Each year the governing body discusses the school's results in the annual national assessment tests and compares these with national averages and with the averages for similar schools. This enables the members to compare the work of the school year on year with other schools and with its own performances. The governing body ensures that all pupils have an equal opportunity to participate in all the school's activities, including all curriculum subjects and religious education, extra-curricular activities and educational visits.

64. The governors' annual report to parents is useful and informative but does not include all the legally required information. It does not provide information about the professional development undertaken by the staff at the school. Nor does it give a statement on the pupils' rate of authorised and unauthorised absences or a statement on the school's arrangements for the admission of pupils with disabilities.

65. The head teacher is the co-ordinator for special educational needs. She carries out all her duties very effectively and ensures that the pupils' individual educational plans are drawn up carefully and are closely matched with each pupil's needs. These plans are reviewed regularly to ensure that pupils are making progress and new targets are set which are appropriate and measurable. She also teaches pupils effectively in small groups to provide a greater impetus for improvement in their knowledge, skills and understanding.

66. The school uses the element of the budget allocated to pupils with special educational needs wisely. The standards fund is used effectively to improve the work of the school. The governors utilise money raised from a variety of sources, including sponsorship from local companies. They have embarked upon a very ambitious project involving the development of the school grounds to provide different sensory areas for the benefit of the pupils. The project, entitled 'Outside-In' is estimated to cost £49,000 over a period of five years.

67. The aims of the school are met fully. Pupils are enabled to develop intellectually, spiritually, morally and socially. They are prepared effectively for their role as a responsible citizen in an atmosphere where each child's contributions are valued. The school creates a caring and stimulating environment in which pupils enjoy learning. It also promotes mutual respect between all the members of the school community and encourages the pupils to become self-disciplined.

68. To a large extent the school uses the principles of best value. It consults parents and other outside bodies to seek their views. For example, it issues regular questionnaires to parents to find out how they feel about the provision made for the pupils. The school compares its performance regularly against that of other schools to enable it to set targets. It has made a start on making competitive tendering arrangements for significant expenditure.

69. The teachers have sufficient knowledge and expertise to cover all the requirements of the National Curriculum. The reception class teacher is specifically trained to teach children who are under five and covers the early years curriculum very effectively. Teachers liaise closely with learning assistants to ensure that the day's activities are fully discussed before they take place. The learning assistants attached to classes are consequently well prepared and make a significant contribution to pupils' learning. Arrangements for staff development are good and in-service training is allocated according to either the needs of the school development plan or to personal professional needs. Newly qualified teachers and teachers new to the school have good induction procedures for their benefit but these are not yet formalised in a policy so that all teachers are aware of what they should be doing. The school secretary works on a part-time basis and efficiently carries out her very wide range of duties. The caretaker works hard to keep the school well-maintained and clean.

70. The school's accommodation is good and has a positive impact on the pupils' progress. Classrooms are spacious and have appropriate facilities such as carpeted areas for pupils to assemble when the class teacher teaches them as a whole group. The school hall is large for the number of pupils attending the school and is used for a variety of purposes. It is used for collective acts of worship, school meals, physical education lessons and after-school activities. It also houses the school library in one corner. This is not in a good position for pupils to concentrate, especially with other potentially noisy activities occurring in the hall at the same time. Consequently it is under-used resulting in pupils' poor development of library skills. The computer suite is a good additional facility for pupils to use. As yet, the computers are not used frequently enough to enable pupils to improve their progress. The school grounds are very spacious and provide a very good area for pupils to develop their knowledge of living things. The school's swimming pool is a very good facility for pupils to learn to swim competently and safely during the warmer months.

71. Learning resources have improved since the previous inspection. All subjects now have an adequate provision of learning resources to enable pupils to develop the appropriate knowledge, skills and understanding. There is now a wider range of materials for the pupils to use for art, including printing tools and facilities for the pupils to work with clay. The school has a good variety of artefacts for pupils to understand the beliefs and practices of religions other than Christianity. The range of books available for pupils to read is good. The variety of musical instruments and physical education apparatus is also good. Resources for mathematics and science are easily adequate to meet the needs of the National Curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. There are no key issues for the school to address but the following less important weaknesses have been identified and should be considered for inclusion in the action plan:

- (1) Provide more opportunities for pupils to use the school library so they can improve their skills at finding information quickly from books or other sources (70) (88);
- (2) Ensure that all legal requirements are met by including the following items in the annual governors' report to parents (64):
a statement on the pupils' rate of authorised and unauthorised absences;
a description of the arrangements for the admission of pupils with disabilities;
information about the professional development undertaken by staff at the school;
- (3) provide a system for recording and monitoring pupils' personal development so that the school can ensure that factors connected with this do not negatively affect their attainment and progress (51);
- (4) ensure that, wherever possible, initiatives in the school development plan have success criteria which are linked to improvements in pupils' learning which is measured quantitatively (62);
- (5) Enhance the pupils' cultural development by including in the curriculum details about the ways of life of different ethnic groups represented within the United Kingdom (39).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	19	42	36			

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	86
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.3
National comparative data	6.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	17	15
	Girls	11	11	11
	Total	24	28	26
Percentage of pupils at NC level 2 or above	School	86 (93)	100 (89)	93 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	11	11	11
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	100 (94)	96 (97)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	86
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	18.6
Average class size	21.6

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	41

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999
----------------	------

	£
Total income	247457
Total expenditure	228795
Expenditure per pupil	2660
Balance brought forward from previous year	-9044
Balance carried forward to next year	9618

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2		
My child is making good progress in school.	60	38	2		
Behaviour in the school is good.	48	41	7		4
My child gets the right amount of work to do at home.	52	48			
The teaching is good.	67	26			7
I am kept well informed about how my child is getting on.	35	57	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	28		2	
The school expects my child to work hard and achieve his or her best.	44	54			2
The school works closely with parents.	44	50	2	2	2
The school is well led and managed.	62	29			9
The school is helping my child become mature and responsible.	58	38			4
The school provides an interesting range of activities outside lessons.	54	41			

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The quality of education for children under five is good and provides children with a good foundation for the next stage of their education. Children under five are catered for in a reception class. They are admitted at the beginning of the year in which they reach five years of age. They attend part-time initially and then, according to their age, stay full-time. At the time of the inspection the majority of children were still under five. The curriculum offered includes all the areas recommended by national guidance for young children's learning, and includes parts of the literacy and numeracy strategies.

74. Although children have a wide range of abilities and most have attended pre-school provisions, the attainment levels of children on entry to school show higher proportions of above average levels than found usually. A detailed assessment is completed during the first few weeks after children start school. This is shared with parents and they are involved in supporting their children's learning. Overall, children make good progress, those with special educational needs make very good progress and benefit from the caring and supportive environment and the good structured learning opportunities provided. All children make very good progress in their personal and social development and good progress in other aspects of their learning. By the time children are five years old most attain nationally expected levels, some well exceeding the levels, in all six areas of learning namely personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.

Personal and social development

75. Children make very good progress in personal and social development, and by the time they are five all attain national expectations. Children are well behaved, learn to take turns and share resources with others. Children can work as a whole class and in small groups supported by adults. In free-choice activities they work and play happily together. They are familiar with both class and school routines. They have a growing awareness of the difference between right and wrong. Children can be heard reminding others when they have forgotten to do something they should. Preparing for physical activities, most children undress themselves, place their clothes neatly and dress again, independence in learning is fostered through the system of: 'Plan, Do and Review.' All children cope very well with this organisation. The class teacher expects children to be independent and arranges activities so that they have as much opportunity as possible to make choices. The quality of teaching is consistently very good in this aspect of the children's development. Compared with the previous inspection the class teacher now encourages children to be more confident in their own abilities.

Language and Literacy

76. Provision for the development of language and literacy is good. All children make good progress, and by the time they are five they reach expected levels many working on the National Curriculum. Children listen well in small groups and as a whole class for an appropriate period of time. They enjoy singing songs and rhymes as a group activity. They readily talk about their experiences and demonstrate an increasing vocabulary; for example, they say what they like about Teddy bears and other cuddly toys. During activity sessions they explore breakfast cereals and describe how they look and smell, using words such as 'rough', 'smooth', 'hard' and 'delicious'. Most children can retell a simple story using picture clues, and act out stories they have read, using

soft toys and 'gingerbread man' puppets they have made. A few can read simple texts. They recognise their own name in writing and begin to identify the initial sounds of other children's names and a number of familiar words. In their writing they use pictures, symbols and familiar words to communicate meaning, showing an awareness of some of the different purposes of writing. Most children are beginning to form upper and lower case letters correctly and can trace writing. Some children can copy words and have started to write independently. Computers and tape recorders are used effectively to encourage children to enjoy reading and writing. Pupils' good development in language and literacy has been maintained since the last inspection. The quality of teaching in this area of the curriculum is also good. The class teacher assesses children's needs accurately and plans work that enables them to make continuous progress. There is good attention to phonics and to word recognition and the atmosphere that the teacher builds when reading stories positively promotes an enjoyment of books.

Mathematics

77. Children are provided with a good range of opportunities in mathematics to explore numbers, shape and measurement and they make good progress. By the time they are five, all children reach expected levels and many reach beyond. Many use resources well for sorting, matching, counting and pattern making. They make a repeated pattern with four different coloured plastic cubes and repeating patterns with plastic animals. Some children can add two, three and four to a number and count backward from ten. When supported by an adult they can play simple number games appropriately. Children use their knowledge and understanding of number in a variety of situations. They have developed a good understanding of position so they can describe whether objects are over, under, beside, in front of or behind other items. Their vocabulary has developed well so they can describe the comparative size of things. They are beginning also to record what they find out. The quality of teaching for the mathematics area of the under fives curriculum is good. The teacher has high expectations of the children and uses the initial assessments of children's attainments when they first start school to plan appropriate work for individuals. There is a good focus on developing children's knowledge and understanding of numbers and this has enabled pupils to make good progress in counting, ordering numbers up to 15 and, for the higher attaining children, adding two, three or four to low numbers. Standards have been maintained since the last inspection.

Knowledge and Understanding of the World

78. Children make good progress in knowledge and understanding of the world. By the time they are five most children reach the expected levels. Children are offered a good range of inter-active experiences; for example, observing closely and handling different types of natural objects. They use their senses well to notice similarities and differences when conducting an experiment with water and cereal. They draw the things they notice carefully. They are beginning to understand change over time and take great interest in comparing Teddy bears of today and yesterday. They make a time line for these Teddy bears, realising that the older the Teddy bear is, the more precious it becomes. Children have daily opportunities to explore the outdoor environment. Activities include making models out of construction equipment and also model making with discarded household packaging. Compared with the school's provision during the last inspection the curriculum now offered comprises greater opportunities to develop children's knowledge and understanding of the world. The teaching in the Reception class is good in this part of the curriculum and enables pupils to make good progress

Physical Development

79. Children make good progress in their physical development, and by the time they are five most reach the expected standards. Most children develop increasing control of their own bodies. There are good opportunities for children to develop their major physical skills indoors in the school hall. They benefit from using the trim trail, a variety of physical education apparatus and small apparatus at playtime. In gymnastics lessons, children move imaginatively when asked to travel along

apparatus using their whole bodies. They balance, climb and jump with reasonable skill and use their arms and legs to make different shapes. Children use a good range of small equipment, scissors, paint brushes, crayons and pencils appropriately. Most show reasonable control, and members of staff provide regular opportunities for children to develop these skills. The development of their physical skills has improved since the last inspection. Children now have opportunities to work outside using large apparatus to develop their co-ordination. The quality of teaching has improved in this area and children are now challenged and extended and are expected to sequence a series of physical activities in order to develop their skills and thinking. The quality of teaching is good. The teacher has high expectations and assesses the children's achievements during physical education lessons in order to provide good advice about how to improve.

Creative Development

80. Children make good progress in creative development. By the time they are five the majority meet the expected levels. Most children know their colours and select different coloured paints and crayons during their activities. For example, they make rubbings of leaves and then paint over them. In the art gallery there are many examples of creative flair in their pictures. A good variety of both two- and three-dimensional and malleable materials are used to make, build and model, such as their decorated glove puppets. Children enjoy playing imaginatively in the home corner pretending to be characters from the folk tales, for example Goldilocks and the Three Bears. Their skills at copying a variety of rhythms are also developing well. The teacher expects the children to be able to copy challenging rhythms and to follow written musical symbols denoting the rhythm patterns. The children's levels of attainments have been maintained since the previous inspection. The quality of teaching in the present Reception class is good overall. The teacher plans a range of experiences for the children which allow them to develop skills which are good for their age.

81. Teaching is good overall, and occasionally excellent, it is effective in enabling children to make good progress. There are excellent working relationships between staff and children. Members of staff provide good role models and have high expectations of children's work and behaviour. Activities are well planned and tasks well matched to the needs of the children. Assessments are used very effectively to identify individual targets and inform planning. Activity plans have clear learning objectives that build well on what children already know and can do. The teachers and learning support assistants work very effectively as a team and this promotes children's learning. They have a good understanding of how young children learn. Children's confidence and independence are strongly promoted. An adequate range of resources is available and used to good effect. The class is well organised by the teacher in charge and, together with members of the support staff, she works hard to provide an attractive and stimulating learning environment. Teaching promotes the national guidelines for young children's learning and provides a very good foundation for the National Curriculum.

ENGLISH

82. Standards of attainment overall in English are well above the national average. At the time of the last inspection in 1996 pupils' attainment in the national tests was well above average in all aspects of the subject. The pupils' attainments in reading and writing have been consistently high over the past four years and the percentage of pupils reaching higher levels has been also well above the national average throughout. The results of the 1999 tests are very good. In reading the percentage reaching higher levels is well above national average and also well above the average for schools serving pupils of a similar background. In the 1999 writing test all pupils achieved what is expected for their age and the proportion reaching higher levels was well above the national average. In comparison with schools serving pupils from similar backgrounds the results are also well above the average. Both boys' and girls' performances have been consistently high compared with the national average. There is no difference between the performances of boys and girls.

83. The reading standard in 1999 and the consistently high writing standard are due to the emphasis that the school has placed on raising attainment through setting challenging targets for all of its pupils. Pupils' attainments on entry to the school are good, taking this into account progress in English at the end of the Key Stage is good.

84. At the time of the inspection pupils' attainments in Year 2 were in line to be well above what is expected nationally for pupils at the end of Key Stage 1 in speaking, reading and writing and excellent in listening. Standards in writing amongst the Year 2 pupils are well above average and their progress is good. Pupils write very competently for a variety of purposes across the curriculum. This is a factor in the development of their writing skills that has improved greatly since the previous inspection. Pupils now write poems, stories, letters and book reviews whereas the range of different forms of writing pupils were expected to undertake was very limited. In addition, at the time of the last inspection pupils were often engaged in working on photocopied worksheets that were dull and lacking in challenge for average and higher attaining pupils. Pupils now write answers to a wide range of questions and pose questions of their own. They make lists and develop their note-taking skills when seeking information from books. Pupils write instructions, for example, on how to make toasted marmite sandwiches and what makes a perfect day. One pupil wrote:

85. Ingredients:

Field, football, Arsenal team, white paint, boring Chelsea goals.

Instructions:

First paint the field with lines,

Next put the football in the centre,

Then bring on the players,

When you have done that you want lunch.

Finally watch and enjoy the game.

86. They label their science and other work accurately and record their mathematics and science investigations fluently. Pupils write competently about their topic work and contribute to class books and displays on religious education, history and geography. Higher attaining pupils in Year 2 write their own well-structured, imaginative stories and use drafting and re-drafting to improve their work. Handwriting is cursive, legible and formed neatly with an appropriate use of capital letters, full stops and question marks. Pupils also remember to include speech marks appropriately. Spelling is usually accurate. Pupils write poems about Breugel's paintings, with an interesting use of words to portray the scene. For example,
Extraordinary people.
It is a freezing day.

The people wear extraordinary clothes.
There are bare trees.
The houses are made of wood.
There are no ice-skates.
There are no cars, there are carts instead.
It's the evening the sun is about to set.
It's winter.

87. Year 1 pupils can retell stories or rewrite ones they have recently heard using a similar style. Pupils use very good vocabulary and include humour in their work. They write imaginative alternative endings to stories with correct or phonetically justifiable spellings. Letters are properly formed and of appropriate size. Reception year pupils try to write simple sentences of what baby bear, for example, would say to Goldilocks.

88. Reading standards of Year 2 pupils are in line to be well above average by the end of the Key Stage and their progress is good. They enjoy reading, whatever their ability level, and all have a positive attitude to group-reading sessions. They enjoy poetry and stories including traditional stories. Pupils read with understanding and often with considerable expression. Reading is mostly accurate and fluent with pupils being able to retell a story and predict outcomes. They express preferences and often have favourite authors. Pupils in Year 1 know the meaning of 'author', 'illustrator', 'title' and 'contents'. They enjoy and appreciate a traditional story, recognising and joining in with the rhyming sections. Pupils talk about the characters in their storybooks, sometimes at length. They use phonetic, pictorial, graphic and contextual clues to establish meaning, and can recognise single sounds and consonant blends. They read accurately and with pleasure. Pupils are not, however, confident at finding books in the non-fiction library that is sited in a corner of the school hall. Their library skills are underdeveloped throughout the school. This was very evident during the previous inspection and the deficiency still has not been addressed to enable pupils to find information from library books quickly and efficiently.

89. Pupils are exceptionally attentive listeners both to each other and to adults. They are able to listen for sustained periods of time, even when they are anxious to proceed with the tasks set. Pupils are very keen to respond to the teachers' questions and their responses are interesting and imaginative. In informal situations, such as when talking at lunchtimes pupils speak at great length, ask questions and respond informatively to each other's questions. In lessons they offer explanations, descriptions and are beginning to hypothesise. Pupils enjoy drama in role-play areas in a variety of imaginary set ups, for example, 'The Healthy Eating Café.'

90. Pupils talk politely to visitors. On their own initiative they engaged inspectors in conversation about their school, reporting on school routines and memorable occasions such as the first school day of the Millennium. Pupils use words effectively, for example, one said "I held on to my balloon tightly until Mrs Peake said to set it off on a journey through the countryside". They talk with enthusiasm about the visit to Brooklands Museum, recalling the different types of transport. Year 1 pupils listen attentively, follow instructions and ask and answer questions sensibly.

91. Pupils' attitudes to work are very good. They are keen to offer their own ideas and respond well to teachers' questions. They settle to work well and are developing good skills as independent learners. They mostly live up to their teachers' high expectations and work with concentration on words, text, sentences and extended writing tasks. Pupils understand the need to be responsible, especially when they are working independently of the teacher within the literacy hour. They learn to ask their own questions and seek answers. They use computers independently to sort words into sentences. Pupils work co-operatively with partners and are kind and supportive of one another. They listen with respect to other pupils' oral contributions. There is occasional restlessness and a reluctance to take turns in some lengthy whole-class sessions.

92. The quality of teaching is good and ranges from very good to sound. Lessons are calm but well paced and purposeful. Teachers' well-developed questioning skills are ably used to promote pupils' learning. Teachers consistently show respect for their pupils' points of view. They use praise well and have a good rapport with their pupils. Lessons are very well prepared and resourced. Planning is carefully detailed, fully incorporating word, sentence and text work with separate tasks for children of different abilities, including pupils who are higher attaining writers. Learning support assistants are properly prepared and make a significant contribution to lessons. Very good quality continuous assessment is evident in marking of pupils' work. Marking is positive and precisely gauged to the individual needs of the pupils, detailing progress and immediate future targets. This marks an improvement since the last inspection when marking was considered to be in need of development. Excellent reading, writing, speaking and listening records track individual progress and are used each term with focused assessments as a basis for longer-term target setting. English makes a positive contribution to the spiritual, moral, social and cultural development of the pupils and meets the requirements of the National Curriculum. The school has greatly improved the quality of teaching since the last inspection and addressed all the minor issues and weaknesses that were identified. The quality of teaching has improved since the last inspection when it was sound overall. Teachers, at that time, did not question pupils sufficiently about the content of their writing to help them improve.

MATHEMATICS

93. The school's results in the 1999 annual national tests showed that the proportion of pupils achieving what is expected for seven-year-olds was close to the national average. However, the proportion of pupils attaining higher levels was well above the national average. This indicates that pupils are being challenged and their learning extended to such an extent that the knowledge and understanding of at least half of the pupils is two years in advance of their age. The boys' performance overall was slightly better than the girls' but both are well above the national averages. When compared with schools serving pupils from similar backgrounds the school's performance is still well above average. The average National Curriculum level of its pupils at the end of the Key Stage over the past four years has been consistently well above average. The inspection findings broadly reflect the above test results and standards are judged to be very good overall.

94. By the time they reach the end of the Key Stage pupils' skills in numeracy are very good for their age. At this time most pupils can mentally subtract two numbers each containing tens and units. For example, the majority can subtract mentally computations such as 70 minus 56. They calculate halves and quarters of quantities accurately. They count in twos, threes, fives and tens accurately up to 100 and can set out multiplications using the correct symbols. For example, they record and answer questions such as $2 \times 7 = 14$ or $5 \times 6 = 30$ correctly. Although most pupils are able to round off numbers to the nearest ten, some pupils of average ability for the class have difficulty in doing this successfully. Higher attaining pupils can round off numbers involving hundreds, tens and units to the nearest ten and also have a good knowledge of the place value of digits in numbers up to 1000. All pupils make good progress in their learning. Teachers assess pupils' knowledge, skills and understanding and apply the resulting information to planning work that matches their needs. Higher attaining pupils are challenged appropriately and are extended in their learning. Lower attaining pupils are supported very well by the class teacher and are provided with work that is pitched at a level enabling them also to make good progress. There is very little difference in the overall attainments of boys and girls, both being very good. The very small number of pupils for whom English is an additional language also make good progress in their learning. They are supported initially in acquiring skills in English and then supported well with learning mathematics.

95. Pupils' attainments in mathematics as a whole are also very good at the end of the key stage. They construct and interpret bar charts using information technology and also drawing by hand. They extract information successfully from tables and lists. They measure lines accurately in centimetres. Most pupils recognise and name three-dimensional shapes such as cubes and cuboids, triangular and square pyramids, cylinders and spheres. Most use and apply mathematics competently. They record their findings systematically and independently and select the materials they want to use for a task.

96. Pupils are taught well. They are encouraged to become independent in their learning and to choose for themselves what they might need in order to complete activities successfully. Lessons begin with a mental mathematics session and this has very usefully resulted in pupils becoming familiar with a wide range of number bonds that has enabled them to calculate quickly and accurately. During the times when pupils receive direct teaching to the whole class they are taught strategies in a very clear manner ending in pupils at the end of the key stage who think very mathematically. Teachers have very good relationships with pupils and value every pupils' contribution to discussions on mathematical ideas. Wrong answers are never ridiculed but are treated as useful starting points to explain specific mathematical points. As a result pupils feel secure and are sufficiently confident to ask for help when they are not sure about how to proceed with a task. Where the teaching is occasionally less effective the pace of the lesson is slower. This is due to lack of forethought in lesson planning. When pupils finish the work planned for them there are no further activities that either consolidate or extend the pupils' learning. This results in a rise in the volume of background noise whilst pupils begin conversations when waiting to be told what to do next.

97. Although the standards in mathematics are as high as those in the school's previous inspection, pupils now have a much greater confidence in their own mathematical ability. The previous inspection report stated that pupils had little opportunity to record their mathematics work in a variety of ways and that pupils were given only few opportunities to solve problems or to use their mathematical knowledge. This is now clearly not the case; pupils are encouraged to solve problems in their own way and to develop their own strategies when calculating mentally. It was also reported that during the previous inspection pupils were often not challenged enough by the commercially produced workbooks and pupils became listless and disinterested in mathematics. The present pupils enjoy mathematics and have work planned for them that meets their needs and extends their thinking.

98. The school's approach to teaching the mathematics curriculum is very rigorous. It involves the use of initial assessments when children are first admitted to the Reception class to forecast the level they are likely to achieve by the time they leave the school. Targets are set which extend pupils beyond this forecasted level and teachers aim for each child to reach the target level. Pupils' work is reviewed annually and the targets are readjusted and in most cases they are raised even higher. This results in a climate of striving to achieve goals that are challenging yet not unrealistic. The pupils' answers in the annual national tests are carefully analysed so that weaker areas can be identified. These serve as a particular focus for next year's teaching throughout the school. Day-to-day assessment procedures within the classroom are good and provide teachers with the means of providing activities which are appropriate for the needs of different groups of pupils in the class. All of these factors ensure that the school continually strives to improve the pupils' already very good standards in mathematics.

SCIENCE

99. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1 the number of pupils achieving expected levels was very high in comparison with the national average. Teachers assessed every pupil as having reached national expectations at the end of the Key Stage. The percentage of pupils achieving higher levels was also very high compared with the national average.

In every science attainment target the teachers' assessments showed that over three times as many pupils had achieved a higher level of scientific knowledge and understanding than the national average for this age group. It was also very high compared with the averages for schools of a similar type. The number of pupils attaining higher than national expectations was very high, as was the proportion achieving higher levels.

100. The above results reflect the findings of the inspection. Pupils' understanding and knowledge of science are very good. At the end of the Key Stage pupils are able to plan their own experiments and investigations. For example, they investigated magnetism using a variety of approaches. One group of pupils discovered which materials were magnetic and which were not, whilst another group found out which magnet was the strongest of three. A third group of higher attaining pupils devised a way of discovering whether smaller magnets were always weaker than bigger magnets. During the course of three terms Year 2 pupils are provided with opportunities to investigate a variety of phenomena ranging from the effect of heat on different materials to what happens to cress seeds when they are deprived of water or light. Pupils' attainments in scientific investigation are correspondingly very good and most have a good understanding of how to ensure that a test is fair. Their knowledge and understanding of life and living processes are also very good. This results from first-hand practical experiences such as sorting mini-beasts into categories according to the number of their legs and identifying different places where mini-beasts can be found. They understand, in a simple sense, the functions of the major organs of the human body such as the heart, lungs, stomach and intestines. Their knowledge of materials and their properties is very well developed. They know that heating certain materials such as butter, wax, bread or chocolate causes them to change state, sometimes permanently. They distinguish between liquids, solids and gases and sort successfully materials into different categories such as man-made or natural, waterproof or non-waterproof. Most pupils' knowledge and understanding of physical processes is also very good. They understand, for example, that forces make things move, slow down or stop. They know that twisting, bending, squashing and stretching are also examples of forces and these cause objects to change shape when applied.

101. Since the previous inspection standards of attainment in science have improved considerably. Pupils' levels of attainment have risen from a point where they were meeting national expectations in 1996 to where they are very high in comparison with all other schools teaching Key Stage 1 pupils. During the previous inspection pupils were given undemanding worksheets that provided little challenge to extend their understanding. Pupils were too directed by the class teacher and were not given chances to try out ideas for themselves. This removed valuable learning opportunities from pupils and their progress in science was not promoted effectively. Finally, there was insufficient attention given to experimental and investigative science. The present situation is very different. Much of the science curriculum is based on first-hand experience and pupils learn very effectively through investigations and planning experiments. This is much harder work for the teachers but the gains in learning made by pupils are self-evident.

102. The quality of teaching is good overall although it ranges from very good to satisfactory. When the teaching is very effective lesson planning is meticulous. Very good strategies are provided for pupils to approach investigations in a systematic way. The teacher encourages pupils to make predictions of what they think will happen. This helps pupils to develop a scientific approach to experimentation. The teacher prepares a very appropriate folded sheet so that pupils can record their predictions, write what happened, say how they ensured the test was a fair one and state what they had learned from the experiment. Written questions are posed for each group's attention. These help pupils to focus on what they should be learning. Although some teaching is satisfactory, a number of factors that make the lesson less effective. For example, some pupils are not fully engaged on the task set for them and do not accomplish as much work as they should in the time allowed. However, these pupils make satisfactory progress overall during the lesson. Lower attaining pupils are supported well by a classroom assistant and this enables them to make good progress. Higher attaining pupils make good progress due to the provision of work that extends their knowledge and understanding.

103. Pupils' progress in science is enhanced by the school's art curriculum which encourages pupils to observe living objects very closely in order to draw them carefully. They draw, for example, leaves and plants and in so doing ask questions and make generalisations about the structures they observe. This helps them develop a first-hand knowledge of life and living processes.

ART

104. The standard of pupils' work in art is good and they make good progress. Their observational drawings are of very good quality, particularly of natural objects such as spider plants where the detail is very well-observed and replicated carefully. Pupils' artistic progress is enhanced by encouragement to develop the theme of their work by using different media. For example, pupils draw a plant leaf using coloured pastels on black paper and then attempt an embroidery of the design using threads on coloured material. They produce good prints using designs pressed into polystyrene squares which they use confidently to make interesting repeating patterns. They draw and paint good portraits of other children using coloured pencils and of teachers using an information technology graphics program. Their painting techniques are well advanced for their age and pupils show good skills at mixing appropriate shades of colour to match their requirements. Pupils produce very good quality line drawings of parts of a bicycle or of large toys and make good progress between one lesson and the next. The quality of the pupils' work in one of the lessons observed during the inspection was noticeably improved from the previous week's lesson. Pupils use clay very successfully to make well fashioned faces. They use a variety of tools to produce a very good finish including stylised hair, eyebrows, eyes and nose.

105. Since the last inspection the quality of teaching, planning and pupils' artwork have all improved considerably. Pupils now show definite evidence of making progress as they get older and painting is a much stronger part of the art curriculum than it used to be. However, the pupils' progress could be even better with a good replacement scheme of work that could enable teachers to plan work to build systematically on previously acquired skills rather than doing it intuitively. The present pupils mix colours competently and their brush technique and attention to detail are much improved. Pupils are now familiar with a number of famous works of art but still do not use the well-known paintings to experiment with different styles of painting and applying paint in the manner used by the artists. During the previous inspection pupils were over-directed by their teachers and pupils had few opportunities to express their own ideas or to explore new materials. This has now changed and pupils are given opportunities to choose their own materials during art lessons.

106. The quality of art teaching is good. Teachers have a good knowledge of art techniques and of art in general. They use praise appropriately and the pupils' finished products often result in a raising of the children's self-esteem. This is very evident in the pride pupils have in the products they have made. Teachers introduce lessons well by reminding pupils of previous skills they have learned. In a very good Year 2 lessons this was accomplished by making deliberate mistakes with demonstrations and expecting pupils to point out what was wrong. This had a good impact on their progress because all pupils avoided making any of the teacher's deliberate mistakes and improved the quality of their observational drawings compared with those of the previous week. Pupils are always encouraged to select the materials they use from a wide choice available on each table. This also has a good effect on their progress; pupils get to explore different media and build their own repertoire of skills. Teachers expect pupils to be able to tackle challenging activities and to produce good quality work, and they invariably receive a positive response.

DESIGN AND TECHNOLOGY

107. No design and technology lessons were observed during the period of the inspection. However, it was possible to make judgements on the standards of pupils' work by examining samples of work completed during the previous term. The quality of work is satisfactory. Year 2 pupils each make a buggy using a cardboard box, axles, wheels and string. The result is a collection of soundly made products which are designed individually and satisfactorily by each pupil. However, pupils do not evaluate their efforts and this loses a good opportunity for them to improve their work next time. This does not enhance their progress. On the other hand, when pupils are encouraged to evaluate their work they do so systematically and answer questions such as 'what did I find hard to do?' and 'what will I do to make it better next time?' Pupils followed the above procedures when making a 'pop-up' picture of a tree and the teacher arranged for them to repeat the activity so they could carry out their own suggestions made in the evaluations. This had a good impact on their progress and the second attempts were slightly better than the originals. Year 1 pupils develop their skills in designing and making through the use of construction kits to make, for example, a variety of moving vehicles and a range of different models of houses. They also make good models of Tudor houses using cardboard boxes as the base of the constructions and cut-out strips of card for the timber beams and roofs. Overall, pupils make satisfactory progress in designing and making skills.

108. Standards have been maintained since the last inspection. Pupils, then and now, produce well thought-out models with the help of teachers. Design skills are developed through drawings and pupils improve their models through evaluations.

109. As no design and technology lessons were observed during the present inspection it was not possible to make any judgements on the quality of teaching.

GEOGRAPHY

110. Pupils of all abilities make good progress throughout the Key Stage in developing their geographical skills. They are able to recall previous work and develop suitable research skills, for example in planning and recording the directions of Rosie's walk across the farmyard. They learn to make comparisons with their own locality and that of Kimberley in South Africa recording their findings after studying photographs and listen to a letter sent by a teacher in South Africa.

111. Throughout the school there are plans and maps, pupils are often seen looking at the plan of the Outside-In Project and identifying the various features. Pupils in Year 1 go on a Bear Hunt in the school carefully recording their pathway. They look at the buildings in Virginia Water and record in a list form all those they remember. In Reception class some children can piece together a jig-saw puzzle of the United Kingdom using information technology and go on with help to name the countries.

112. Pupils have an enthusiastic attitude to geography and collaborate sensibly in group activities, for example when they work out routes in map form from the written text of stories. They make satisfactory response to environmental issues and in discussion the Year 2 pupil's show they appreciate some social aspects of geography. From their workbooks it is clear they appreciate that the climate affects the vegetation and that animals also adapt to weather conditions.

113. The quality of teaching is satisfactory overall. In the best lessons, clearly focused questions are used to promote pupils' thinking. Teachers encourage pupils to acquire skills through practical activities and work out interesting motivating ideas, for example the letter arriving from South Africa.

Very good use is made of the school grounds and buildings to support the learning. Satisfactory use is made of information technology to support pupil's research skills. Soon the school will be linked to Kimberley, South Africa by e-mail. Visits extend pupils knowledge of their local area. The subject meets the requirements of the National Curriculum, and a similar position was found in the previous Ofsted inspection in all aspects of this subject.

HISTORY

114. Only one history lesson was observed in Key Stage 1 and one lesson in the Reception class during the inspection. Judgements are based on further information, for example planning documentation, discussion with pupils and scrutiny of work and displays.

115. Progress in history is good for all pupils. Pupils are developing a sense of chronology and of change through time. Younger pupils recognise the difference between past and present in their own lives and are beginning to use every day terms to denote the passage of time. Older pupils use a variety of sources including postcards, models and artefacts in their historical enquiries. They are able to identify the difference between ways of life at different times and are able to recount the lives of historical figures, for example Guy Fawkes. There is a very good display of the Great Fire of London in Year 1 and pupils have recorded the facts they can remember, for example the fire started in Pudding Lane. There were no fire engines, they used squirt pumps. Pupils are happy to ask and answer questions about the past. In Year 1 pupils learn about Remembrance Day which supports well pupils provision for spiritual, moral, social and cultural education.

116. The school has improved its provision for history since the last inspection. The curriculum is now supported by good photographs, pictures, artefacts and collections of primary and secondary resource materials. The reliance on work sheets from commercial schemes has lessened. Teachers are now more confident in creating reinforcing activities.

117. The school is sensibly awaiting the new curriculum orders before rewriting the policy and the scheme of work for the subject. At present the subject is well linked into the topic and is adequately taught.

118. The subject is well supported with visitors to the school or by visits, for example to Brooklands Museum.

INFORMATION TECHNOLOGY

119. By the end of the key stage standards in information technology are in line with national expectations. Pupils use information to compliment and support other subjects, such as English, mathematics, art and religious education. Pupils in Year 2 use the computer to find information from the Internet and extract information from CD-Roms to help them with their history studies. Year 1 and Year 2 pupils use data-handling programmes in mathematics to make graphs of their favourite drink and the colour of their eyes. No control technology was seen during inspection although pupils reported knowledge is secure.

120. Pupils use information technology with increased confidence as they get older. Access to computers enables pupils to make at least sound progress in developing their capability in information technology and there is a clear development of skills. Pupils use the mouse and keyboard controls with increasing proficiency to 'click and drag' and give basic commands. Year 1 pupils can use a sentence program to rearrange jumbled words into a correct sentence. Pupils with special educational needs make sound progress. Information technology plays a sound part in the planning of work for these pupils. All pupils have good access to all technological equipment, including tape recorders, both individually and as members of a group.

121. Pupils thoroughly enjoy using information technology and can be relied upon to work sensibly without constant adult supervision. They take turns to input information and wait very patiently for their work to be printed. They share ideas well about how best to use the programs and talk eagerly about what they expect to happen. At present they do not have individual 'floppy disks' on which they can keep an individual record of work.

122. The quality of teaching is satisfactory. Teachers have satisfactory personal skills in information technology. Members of staff give good levels of support and praise to pupils using computers. Teachers plan information technology, as an integral part of their work and this is why there are such good links with other subjects. Teachers are well supported by parental and governor expertise and comfortably allow pupils to work in the new computer suite with these able volunteers.

123. The school has adequate resources for information technology. The information technology suite is a small room, which houses many computers but it cannot easily accommodate a class of pupils. Every class has a further computer for group work and independent learning.

MUSIC

124. Standards of attainment in music meet national expectations and pupils make satisfactory progress. At the end of the key stage pupils identify the sounds of a variety of musical instruments. For example, they recognise the sound of guitars, violins, trumpets and flutes. They are able to distinguish between the different moods of pieces of music and, for example, can say whether the music is sad or happy. Pupils listen attentively to music played during collective acts of worship and identify the different moods and styles. Pupils distinguish between different musical symbols such as quavers, crotchets and minims and can clap a range of rhythms by following the written music. They sing a variety of songs enthusiastically and from memory. Pupils sing in tune with much enjoyment. They use musical instruments to compose simple music and perform these competently in front of the rest of the class.

125. Too few music lessons were observed during the previous inspection to make judgements on pupils' attainment and progress. However, the report stated that pupils were not given sufficient opportunities to select or explore the sounds of different musical instruments. Members of the teaching staff at the school are now much more aware of the need to promote independence as a way of ensuring progress is more rapid.

126. The quality of teaching is satisfactory. Teachers have very good relationships with pupils and this results in good management of the pupils' behaviour. They use praise effectively to motivate pupils and to raise their self-esteem. Teachers usually have satisfactory expectations in music and consequently pupils' progress is sound. Occasionally teachers do not notice that a number of pupils are inattentive during the lesson and this does not enhance the progress of these pupils. The quality of the teachers' planning is very good and this helps the lessons to proceed at a brisk pace. The music co-ordinator leads the singing of the pupils very competently.

PHYSICAL EDUCATION

127. Standards in physical education meet national expectations at the end of the Key Stage. The pupils' progress is satisfactory. They develop balance, co-ordination and control of their bodies during movement and dance lessons. They travel, jump and turn when moving expressively to music and learn to move at different levels when illustrating the story portrayed during a recorded radio programme. They develop their imaginations effectively by pretending to accomplish physical actions such as stretching to retrieve a teapot from a high shelf or balancing an egg on a spoon. Pupils learn to throw and catch a ball satisfactorily. They develop under-arm and over-arm actions when throwing and catch reasonably successfully, although a number of pupils have not yet learned how to follow the ball throughout its flight in the air and consequently fail to catch it. Younger Key Stage 1 pupils are versatile in finding a number of different ways of using their hands and feet to move along an upwardly sloping bench or over a vaulting box.

128. Little change has occurred in physical education since the previous inspection. Pupils still have a positive approach to the lessons and confidently approach new ways of moving. Both then and now pupils change clothing quickly and sensibly and work together co-operatively in small groups.

129. The quality of teaching in physical is satisfactory. Teachers begin lessons with an appropriate warm-up session. Teachers are quietly authoritative and manage the pupils' behaviour well. Generally, they do not assess pupils' performances sufficiently often to be able to give advice to them about improving their performances. Resources are used effectively to enable all pupils to participate throughout the lessons. For example, every pupil is provided with a ball so they can practise throwing and catching it frequently. The pace of physical education lessons is often too leisurely and even in the warm-up sessions pupils do not become breathless.

130. The physical education scheme of work is based firmly on the development of skills. In the past teachers did not feel sufficiently confident to plan a series of lessons competently and so the co-ordinator introduced a commercially produced scheme on gymnastics and games for infants. This has proved successful and as a result the relevant published schemes are available in each Year Group to guide the teachers' planning.

RELIGIOUS EDUCATION

131. By the end of the Key Stage pupils' attainment in religious education is in line with requirements of the Agreed Syllabus. Progress is satisfactory for all pupils. Advice and guidance provided by the co-ordinator have had a significant impact on raising standards of pupils' attainment.

132. Pupils focus on Christianity, Islam and Judaism and also draw upon aspects of Hinduism. They look at this variety of beliefs with respect. Pupils have a good knowledge of people and stories from within the Christian, Islamic, Jewish and Hindu traditions and of different religious symbolism and festivals. For example, pupils in Year 2 understand that the Bible is made up of two parts each part made of many books. They know stories from the Old Testament including Noah. Pupils listen attentively to and recount stories of Moses and Easter time. Year 1 pupils have a good understanding of the importance of places of worship knowing the name and location of the area church. Pupils use correct terms for font, cross and altar. They understand the place of celebration within the Christian, Jewish, Islamic and Hindu calendars, and know for example about Harvest Festival, Christmas, Diwali, Hanukkah and Eid. They know that believers trust God. Pupils understand the importance of prayer in the life of Christians and other believers and write their own harvest prayers.

133. Pupils listen carefully and are fully involved in discussions in religious education lessons. They are enthusiastic and thoughtful. Pupils respectfully consider the feelings, experiences beliefs and viewpoints of others and ask sensible questions. Pupils express themselves in appropriate ways, including quiet reflection and prayer.

134. The quality of teaching observed is good overall. It is evident from lessons seen, from looking at work and talking with pupils that teaching throughout the school succeeds in bringing pupils to a broad understanding of people's religious practices, beliefs and lifestyles within the context of the pupils' own religious experience. Lessons are well paced and purposeful. The teachers' well-developed questioning skills are used to promote pupils' learning in a calm atmosphere. Teachers' planning is very detailed with careful attention to both intended learning outcomes and assessment opportunities. Teachers prepare lessons very well with separate tasks for children of different abilities. Teachers make full use of a range of high quality artefacts and books and are well supported by teaching assistants. Members of staff support the pupils with appropriate praise and have a good rapport with them. Pupils' work in religious education is celebrated well in good quality classroom displays. Religious education makes a positive contribution to the spiritual, moral, social and cultural development of the pupils.