

INSPECTION REPORT

Laleham Church of England Primary School
Laleham, Staines

LEA area: Surrey

Unique Reference Number: 125229

Headteacher: Mrs Janet Kowalski

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 11th – 14th October 1999

Under OFSTED contract number: 707839

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Church of England (Voluntary Aided)
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	The Broadway Laleham Staines Middlesex TW18 1SB
Telephone number:	01784 453556
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Michael Parker
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Douglas Hayward, Rgl Mr Roger Watts, Lay Inspector	Mathematics Modern foreign languages	Attainment and progress The quality of teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Equality of opportunity Areas of learning for children under five The efficiency of the school Pupils' spiritual, moral, social and cultural development Special educational needs The curriculum and assessment
Mrs Gail Robertson, Team Inspector Mrs Susan Metcalfe, Team Inspector	Art Science Physical education	Staffing, accommodation and resources
Mr Robert Isaac, Team Inspector Mr David Langton, Team Inspector	English Information technology Design and technology Geography History Music	

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Main findings

What the school does well

- It places great importance on teaching pupils good behaviour and positive attitudes to their work. They listen carefully to their teachers, concentrate well and enjoy coming to school.
- It provides a broad range of subjects.
- Teachers are good at finding out what pupils have learned. They use that information well to plan the next stages of work that become gradually more difficult.
- The school provides very good information to parents when their children start school. It helps children under five to make a sound start to their education.
- Teachers are hard working and caring. Teaching is at least good in six out of every ten lessons. It is very good, and occasionally excellent, in a fifth of lessons.
- The headteacher manages the school very well. Governors and staff provide good support.
- The school achieved good standards in the 1999 tests for 11-year-olds.
- The school provides good value for money. It spends its money well to achieve a good standard of education.

Where the school has weaknesses

- I. Standards of attainment in information technology are unsatisfactory.
- II. There are too few well-trained classroom assistants.
- III. There are inconsistencies in the quality of teachers' marking.

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

How the school has improved since the last inspection

The school has successfully addressed all the key issues identified in the previous inspection in 1996 and has improved considerably. Management roles have been clearly defined and relationships within the school are very supportive and positive. Access to the site has been restricted in order to safeguard pupils. The school development plan provides a good working document for staff and governors. It is regularly monitored and evaluated to inform the school's financial planning. Assessment is now used effectively to help teachers plan future work. Teachers' lesson plans help all pupils to make progress in line with their abilities. An emphasis on encouraging and rewarding positive behaviour has helped to develop pupils' self-esteem. The school is well placed to continue its improvement.

· **Standards in subjects**

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

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

Ofsted makes comparisons between similar schools' performance on the basis of the percentage of pupils known to be eligible for free school meals in each school. Standards of work in the most recent tests in 1999 were much better than in the previous year. During the inspection the standards attained by Year 6 pupils in English, mathematics and science were above the national average. Standards in information technology are unsatisfactory at both key stages. In the foundation subjects, pupils in both key stages make satisfactory progress in history and design and technology. In geography and physical education pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. In music progress is good in both key stages and in art progress is good in Key Stage 1 and very good in Key Stage 2.

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Good
Information technology	Satisfactory	Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Good

Just over 100 lessons, or parts of lessons, were observed during the inspection. Ninety-seven per cent of lessons were at least satisfactory. Of those, six out of every ten lessons were at least good and a fifth of those were very good and, occasionally, excellent. These are high percentages of good quality teaching. Teaching was better at Key Stage 2 than at Key Stage 1 overall. In a very small number of lessons teaching is unsatisfactory. This is when teachers do not deal quickly with one or two pupils who misbehave.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Good. Pupils are polite and helpful. They behave well in and around the school throughout the day.
Attendance	In line with the national average. Pupils are keen to come to school and are punctual.
Ethos*	The school is a warm and caring community that encourages pupils to work hard and to develop good relationships with adults and other pupils. The school is committed to achieving high standards of work.
Leadership and management	The headteacher provides clear educational direction for the work of the school and is well supported by governors and the senior management team. Governors are enthusiastic and fulfil their statutory responsibilities.
Curriculum	The school provides a broad, rich, balanced range of subjects, with the exception of some aspects of information technology.
Pupils with special educational needs	Pupils with special educational needs make good progress. They receive lots of good help in groups and in classes.
Spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral, social, cultural and multicultural development. It teaches pupils the difference between right and wrong and gives them good opportunities to develop their responsibilities to other pupils and adults.
Staffing, resources and accommodation	There is a good and effective range of experience amongst the teaching staff. Resources are good for most subjects. The school is well maintained and provides an attractive place for pupils to work. There is a shortage of well-trained classroom assistants to help teachers.
Value for money	The school provides good value for money.

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

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

What most parents like about the school	What some parents are not happy about
IV. They are pleased with the positive attitudes and values taught in the school.	VII. Some parents feel that the school does example about homework or what is taught in
V. Parents feel they are welcome in school and that the school's response to suggestions has improved considerably.	
VI. Most parents feel their children enjoy school.	

There was a very low return of parents' questionnaires. Only 37 were returned out of a total of 300 sent out by the school. The inspection team looked carefully at the amount and quality of information sent out by the school. Inspectors felt that the school brochure is informative and that information at the beginning of a term about what was to be taught was very useful. Pupils' reports are informative, suggest areas for future development and provide space for parents to comment.

· **Key issues for action**

In order to maintain the high quality of pupils' learning and the standards they attain, the governors, headteacher and staff should:

VIII. ensure that full use is made of information technology in school, as already identified in the school development plan, by:

- a. raising teachers' confidence and expertise in information technology through additional training;
- b. extending the use of information technology in other subjects to ensure that skills and knowledge are extended across the curriculum;
- c. ensuring that the use of the new information technology suite is monitored to ensure its optimum effectiveness;

(paragraphs 18, 30, 69, 82, 84, 97, 106, 115, 117 – 123, 140 of main report)

- review and monitor the use and provision of classroom support assistants regularly to ensure:

a. that there is a sufficient number of well-trained classroom assistants;

(paragraphs 37, 67, 76, 88 of main report)

review the quality of teachers' marking to ensure:

- b. that greater consistency is achieved between teachers in their marking of pupils' work;
- c. that marking offers advice about how work can be improved and that teachers' written comments reflect the high standard of oral feedback to pupils during lessons.

(paragraphs 33, 102, 109 of main report)

b. **Introduction**

b. **Characteristics of the school**

1. Laleham Primary School is a large Church of England (Voluntary Aided) school situated about three miles from the centre of Staines. The school is for boys and girls aged four to eleven, and serves an area of mainly private housing. Classes and administrative accommodation are housed in four separate buildings. The original building dates from 1865 and contains a reception class, four Key Stage 1 classes, a new library and a music room. Recent refurbishments have improved toilet facilities considerably. Another reception class for the youngest pupils is housed in a recently modernised classroom on the school playground. Additions to the school took place in 1958 and 1977. The most recent project has been the installation of a computer suite, housing 15 modern machines.
2. Surrey schools admit children at the start of the year in which they reach five years of age. The older children, whose birthdays fall between September 1st and January 1st attend full-time from the beginning of the Autumn term. Younger children attend for mornings only until the start of the Spring term.
3. Currently there are 398 pupils on roll. Attainment levels on entry to the school show a very wide range of ability, but are average overall. Tests are given to young children at the start of the Autumn term to try to help teachers find out what they can do in areas such as language, number and social skills. The tests at Laleham show that about a third of children enter school with weaknesses in their language skills and about a quarter have some weaknesses in their ability to deal with basic numbers. The school has 65 pupils on its register of special educational needs, one of whom has a statement of special educational need. Fifteen pupils (four per cent) are eligible for free school meals, which is well below the national average for primary schools. Very few pupils are from ethnic minorities and seven (two per cent) come from homes where English is not the first language. The school's stated mission statement is, '*to create within a loving Christian environment a centre of academic excellence in which each child may grow and develop to his or her potential: academically, emotionally, physically, socially and spiritually, being mindful of the values and teachings of this Church School*'.

b.

b. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	31	30	61

b. **National Curriculum Test/Task**

Reading

Writing

Mathematics

Results

Number of pupils at NC Level 2 or above	Boys	25	23	26
	Girls	28	28	28
	Total	53	51	54
Percentage at NC Level 2 or above	School	87 (93)	84 (95)	89 (95)
	National	82 (80)	83 (81)	87 (84)

b. **Teacher Assessments**

English

Mathematics

Science

Number of pupils at NC Level 2 or above	Boys	28	28	30
	Girls	30	27	27
	Total	58	55	57
Percentage at NC Level 2 or above	School	95 (95)	90 (95)	93 (100)
	National	84 (80)	86 (85)	87 (86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	21	25	46

b. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	19	20
	Girls	21	16	19
	Total	40	35	39
Percentage at NC Level 4 or above	School	87 (84)	76 (56)	85 (84)
	National	70 (65)	69 (59)	78 (69)
b. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	18	18
	Girls	17	18	18
	Total	32	36	36
Percentage at NC Level 4 or above	School	70 (48)	78 (44)	78 (76)
	National	68 (63)	69 (64)	75 (69)

² Percentages in parentheses refer to the year before the latest reporting year

b. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.3
	Absence	National comparative data	5.6
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

b.

b. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

b. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	97
	Less than satisfactory	3

b. **PART A: ASPECTS OF THE SCHOOL**

b. **Educational standards achieved by pupils at the school**

b. **Attainment and progress**

4. On entry into the reception classes, attainment for most children is in line with national expectations. Nevertheless, assessments carried out when children start school reveal that a significant minority has underdeveloped skills in language and literacy and mathematics. For example, some children are not able to count beyond three and have little knowledge of simple shapes like squares and circles. Some have little experience of books, nursery rhymes and letters of the alphabet. They need opportunities to develop fine manipulative skills necessary for writing and to explore the creative side of the curriculum. Their physical skills are generally developed in line with their age and children have had the experience of making friends at pre-school settings.
5. Children make a sound start to their education in the reception classes. Work is planned to take account of the Desirable Learning Outcomes³ and the children's areas of weakness, before they move on to the National Curriculum. By the age of five many children achieve standards expected nationally for children of this age and they make sound progress. In language and literacy children make sound progress overall. They listen well in small groups and as a whole class to each other and to adults. Many children retell a simple story and act out stories that have been read. They are familiar with traditional stories and nursery rhymes and can complete familiar phrases and sentences. Some children can copy words, whilst others have started to write independently. By the time they are five most children count and order numbers to five. Some can count up to two digit numbers and a few can recognise and name three-dimensional shapes, such as cylinders and cones.
6. The results of the 1999 end of Key Stage 1 tests and assessments show that pupils at Laleham attained standards in line with the national average (Level 2)⁴ in reading, writing and mathematics, and standards above the national average in science. The percentage of pupils attaining above average results (Level 3) was in line with the national average in reading and mathematics, and below the national average in writing.
7. The school's results for 1999, compared with those for 1998, show a slight decline at Level 2 in reading, writing and mathematics. Results in science show a slight improvement. The percentage of pupils attaining Level 3 in all subjects remained almost the same in 1999 compared with the previous year. The reason for the decline in results in 1999 is the difference in ability between two different groups of pupils. Over the three years 1996 to 1998, there has been a steady improvement in pupils' results in reading, writing and mathematics at the end of Key Stage 1. Taking those years together, pupils' performance in reading and writing was above the national average and was in line with the national average in mathematics. The performance of boys in all three subjects was above the national average and for girls it was well above average in reading and writing, and average in mathematics. In comparison with schools attended nationally by

³ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory schooling at the age of five. They refer mainly to literacy, numeracy and social skills.

⁴ Levels – By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum core subjects. Those who achieve Level 3 are, therefore, attaining above nationally-expected levels.

pupils from similar backgrounds, Laleham Primary School achieved results at Key Stage 1 in 1999 that were average in reading and writing and below average in mathematics.

8. The results of the 1999 end of Key Stage 2 tests showed that pupils attained standards in English and science that were very similar to those in 1998, in comparison with national results. In English, pupils attained results well above the national average; in science results were above average. The most notable improvement was in mathematics. Results were above the national average and were a 20 per cent improvement over the previous year. The reason for this was the ability of the cohort in 1998. During that year, of the pupils who left, five were regarded by the school as above average ability, and particularly so in mathematics. For this reason the school always regarded the test results in 1998 as unrepresentative, considering the steady progress made in test results since 1996. The improvement in the school's results from 1996 to 1997 in mathematics, which showed a decline last year, has been continued in 1999.
9. The percentage of pupils attaining Level 5 in English in 1999 was almost the same as in the previous year. However, the percentage of pupils attaining Level 5 in mathematics and science in 1999 doubled compared to 1998 and, in addition, one pupil attained Level 6. Taking the three years 1996 to 1998 together the performance of pupils in English was well above the national average; it was above average in science and average in mathematics. In comparison with schools attended nationally by pupils from similar backgrounds, Laleham Primary School achieved results at Key Stage 2 in 1999 that were average in mathematics and below average in English and science.
10. The school has set in place various strategies to help improve pupils' results at the end of both key stages. They are also intended to increase the accuracy of its predicted targets for the percentage of pupils attaining results in line with the national average at seven and eleven years old. When children enter school at the beginning of the reception year their ability in social skills, and early language and mathematics skills is measured. Children who show areas of weakness are targeted for additional teaching support. It is worth noting that in 1998, 35 per cent of children had below average literacy skills and 30 per cent were identified with below average number skills. The children's attainment on intake tends to follow a similar pattern each year. Despite this significant percentage of children requiring support, the school's results in end of Key Stage 1 tests and assessments have never been below the national average at Level 2 since 1996. In addition to pupils' test results at seven, the school uses a series of reading and spelling checks, standardised tests in Years 4 and 5, as well as national tests at the end of Year 6. Using this information helps the school to form a view of the ability of each year group, to monitor their attainment and to set accurate targets for future performance.
11. In response to one of the key issues in the previous inspection report the school has made improvements in its provision for pupils of above average ability. The school has appointed a member of staff with specific responsibility for able pupils. Training for all staff on provision for these pupils was held at the beginning of the Autumn term. The setting by ability of groups of pupils for mathematics in Years 4, 5 and 6 is having a positive impact on pupils' standards of work. Teachers find they are able to set a narrower range of work, including extension activities that more accurately reflect the ability range of pupils in the sets.

12. The standards attained in literacy by pupils in Year 2 are average, and for pupils in Year 6 they are above average. The school's strategies for implementing the national literacy strategy at both key stages have been very effective. Pupils are enthusiastic about books and enjoy reading, whatever their ability level. Pupils listen attentively and most speak with confidence. The shared planning that is apparent between teachers in year groups ensures that there is a careful match in the literacy hour between pupils' abilities and levels of work.
13. The contribution of literacy to the pupils' work in other subjects is good. Teachers' planning reveals good use of the transfer of literacy skills to other subjects. In mathematics, the start of each numeracy lesson has been successfully targeted to develop pupils' use of correct mathematical vocabulary and they use their writing skills to give precise details of their investigations. They identify how they can improve their work during the forthcoming week in class discussions and then write it into their books to refer to at the end of the week. *'By the end of the week I will be able to add or subtract any two-digit numbers, including crossing one hundred.'* In science pupils refer to *'carbohydrates', 'crystallisation'* and *'evaporation'* in their practical work and write up details of their experiments in neat handwriting. In history they write moving, and grammatically correct, accounts of returning home after the blitz. *'I was absolutely shattered! There in front of me was a huge pile of bricks; my lovely, warm home was dead!'* In geography they show a keen sense of humour when writing about their intended trip to the Isle of Wight. *'I'm anxious to go swimming because recently I bought myself a new bikini. I'll probably miss my cuddly dog Cassie; she's too big to pack for the journey!'* Pupils use the word-processor well to write extended stories, descriptions and imaginative pieces of writing
14. Standards in numeracy are average at the end of Key Stage 1 and above average at the end of Key Stage 2. The emphasis given by the school to proficiency in number work means that pupils are developing rapid recall of number facts and use them well to solve problems. Year 2 pupils use a variety of strategies, such as plastic cubes, or their fingers, to recall addition and subtraction facts. They are beginning to recognise whether addition or subtraction strategies are required in number problems where they have to work out what to do themselves. They know how to halve and double numbers and realise that a number pattern emerges when they do this in a series of numbers. They understand that their attempts to find an accurate answer are important, but know that their ability to explain how they reached their answer is equally important. Good links are made between mathematics and science through carrying out accurate measurements of temperature and distance, and through classification into sets of different materials according to specific criteria.
15. Standards in science are above average at the end of both key stages. Pupils develop a precise use of scientific vocabulary well, both orally and in writing. For example, pupils in Year 2 study the importance of a healthy diet. They are able to give reasonable explanations why some are classified differently, and some know which foods contain *'vitamins',* and *'carbohydrates'*. They understand that chips or pizza, eaten in moderation, can form part of a healthy diet overall. They consider different evidence, rather than judgements based on personal feelings. Older pupils in Year 6 can successfully use a variety of different methods, such as magnetism and solutions, to separate different materials and record their findings independently. Pupils make accurate predictions, good-quality observations and measurements and present their findings in a variety of ways. Older pupils understand the need for fair tests. All pupils

experience a thorough coverage of science as they move through the school.

16. At Key Stage 1 pupils make satisfactory progress in the three core subjects of English, mathematics and science. At Key Stage 2 they make good progress. There are, however, some areas where progress at Key Stage 1 is good in relation to pupils' prior attainment, such as the development of their phonic and basic number skills. The significant percentages of children with below average language and number skills at five years of age has properly influenced the school's organisation of its special needs teaching and support staff. For example, the special needs co-ordinator and one of the early years' teachers provide frequent and regular support sessions during the first term that the children are in school.
17. The use of a carefully graded reading scheme as pupils move through the school provides good support; regular reading tests are used well to monitor pupils' progress by the end of both key stages. The school's success in terms of pupils' progress can be seen from the way in which the balance of reading test ages alters as pupils get older. That is, the percentage of pupils who score below average results in reading tests declines and the percentage achieving above average results increases as they move through the school. This is especially apparent during the pupils' four years at Key Stage 2. The fact that pupils at Laleham have never achieved results below the national average in the core subjects says much for the methodical ways in which the school promotes their progress. It is to the school's credit that, at the beginning of Year 6, pupils are working at levels above the national average in English, mathematics and science.
18. Standards in information technology are below national expectations at the end of both key stages and pupils make unsatisfactory progress. Standards of attainment are higher in word processing than other areas and, indeed, word processing dominates pupils' experience, to the exclusion of areas such as control and data handling. Pupils in both key stages make satisfactory progress in history and design and technology. In geography and physical education pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. In music progress is good in both key stages and in art, progress is good in Key Stage 1 and very good in Key Stage 2.
19. Teachers make effective long and short-term assessments of what pupils can do, to track the amount and rate of progress as they move through the school. These include reading and spelling tests, as well as standardised and national tests that give an indication of how well these pupils do in relation to pupils of the same age in other schools nationally. They also provide information to inform decisions about the appropriateness of setting arrangements for mathematics and pupils move to higher ability groups. Pupils' workbooks show that they make steady progress at Key Stage 1, often from a low starting point. Their rate of progress quickens as they build on a solid start and develop in maturity in Key Stage 2; for example, in the degree of challenge of their work and the increasingly sophisticated ways in which they record written work.
20. Progress for pupils with special educational needs is good overall in relation to their prior attainment, but varies according to the nature of the provision for them. The school has good systems for the early identification of pupils with learning difficulties and plans support for them accordingly. When they are supported in class with work specifically targeted for them they attain at least the expected levels for their abilities. When the teacher for special educational needs in withdrawal groups supports them, pupils attain

highly. They make good, and sometimes very good, progress when supported in withdrawal groups or when working on tasks specifically matched to their needs and abilities in class. With support, pupils identify different letters, sounds and blends and use them to construct a variety of words including double syllabic, giving explanations of meanings including using them in sentences to show that meaning. Pupils consolidate their listening skills in sharing a text, including observing stops, commas and other grammar markings such as speech and question marks. Pupils make good progress in evaluating their own work and developing good presentation skills. Generally they know more by the end of a lesson than at the beginning. The very small number of pupils with English as an additional language attain standards in line with those achieved by other pupils in their respective key stages. None of these pupils requires support in English in addition to that already provided by the school in language support groups.

Attitudes, behaviour and personal development

21. Pupils throughout the school have positive attitudes to 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 keen to answer questions and to contribute their ideas and opinions. The attainment of children under five in their personal and social development is good. They establish effective relationships with adults and learn to take turns and share resources with other children. They are generally well behaved, interested in their activities and keen to try new things. They work well as part of small and large groups. Children are confident and friendly and respond well to new and familiar routines.
22. Older pupils listen attentively in most lessons while the teacher is talking and follow instructions conscientiously and perceptively. They make a prompt start on their work and maintain good concentration for extended periods. Pupils are keen to learn and show interest in their work. They compete enthusiastically to answer questions and older pupils are able to hold sensible discussions. Pupils with special educational needs are keen to work with the support teacher. They arrive at their withdrawal groups ready to get started. They work with application, enjoy themselves and offer support to others. In a few lessons, mainly in Key Stage 1, attitudes are satisfactory but a few pupils are inattentive or drift away from the task set. Pupils' work is well presented and they show pride in the results of their efforts. The organisation of the school in four buildings makes it difficult for pupils to use central resources, such as the reference library, for independent research.
23. The behaviour of pupils in class, around the school, in the dinner hall and playground is good. Teachers in many classes seldom need to intervene in class to correct inappropriate behaviour and a 'light touch' is all that is necessary to keep pupils' full attention on their work. In some lessons, pupils need a brief reminder but most respond well to this. In the large area for play at break time pupils of all ages play well together. Pupils co-operate well when required and are helpful to others who have some difficulty. There were three fixed-term exclusions last year.
24. Relationships within the school are good. Pupils are polite to adults and courteous to each other. There is no evidence of unkindness, rough play or bullying. The small number of ethnic minority pupils is well integrated into the school. Pupils are encouraged to discuss differences between cultures and beliefs and, in the class 'circle time' sessions, air their problems and strive to improve relationships.

25. The personal development of pupils is good. They know the difference between right and wrong and display spiritual awareness in assemblies and lessons. They appreciate and produce expressive painting and writing. Older pupils respond well to the 'junior citizen' programme where they explore situations which require them to take personal initiative and act responsibly. All pupils accept some responsibility within the class and around the school. A group of Year 6 pupils give up part of their lunchtime to help Key Stage 1 pupils with their computing lesson. The school council, with a representative from each class, displays maturity in their discussions. Pupils regularly collect money for charity. Pupils show that they have benefited from the good ethos that the school promotes.

b. **Attendance**

26. The attendance at the school is in line with the national average and there is little unauthorised absence. Pupils are punctual and there are no delays to the start of lessons in the morning or afternoon sessions. This has a positive impact on pupils' learning.

b. **Quality of education provided**

b. **Teaching**

27. The quality of teaching promotes good, and sometimes very good, standards. Just over 100 lessons, or parts of lessons, were observed during the inspection. In 97 per cent of lessons the quality of teaching is at least satisfactory. In fact, in 60 per cent of those lessons teaching is good and in 20 per cent teaching is very good and occasionally excellent. These are significant percentages of good quality teaching seen throughout both key stages. In a very small number of lessons teaching is unsatisfactory when one or two pupils do not behave well and the teachers do not have effective strategies to deal with them.

28. Teaching strengths identified during the previous inspection, such as high expectations and good subject knowledge, still apply. Nevertheless, in the previous inspection in 1996, 18 per cent of teaching was identified as unsatisfactory. This has been greatly reduced in the current inspection; in 1996 there was only two per cent of teaching graded very good or better, compared with 20 per cent now. Areas of weakness identified in the previous report included generalised planning with unclear objectives, and a lack of opportunities for pupils to take their learning further. Both these have been successfully addressed. The improvements in teaching are due to some changes in staffing and the additional emphasis given to lesson planning and accurate teachers' assessments of their pupils.

29. One of the strengths during this inspection was the detail of teachers' planning in all subjects. The way in which teachers plan as a year team or a key stage team enables teachers to share responsibility for what is to be learned. Their expertise in particular subject areas is used well in their monitoring of teachers' plans. The result is that work builds well on what pupils have learned in previous years and becomes progressively more challenging. Teachers now introduce each lesson by briefly explaining what they expect pupils to learn. This 'intended learning outcome' is written on the board and sometimes referred to as the lesson progresses. It helps to focus the main points of the lesson in order for pupils to understand; it helps to establish the resources that will be needed; it helps to determine how the teacher finds out whether pupils have learned what was planned at the start of the lesson. At the end of most lessons teachers share with pupils how successfully they feel they have achieved the outcome. Teachers' planning usually identifies activities for three targeted ability groups; those requiring support, those whose attainment is in line with expectations and the extension group pupils who may require more challenging activities.

30. This planning usually ensures that lesson activities are well matched to pupils' abilities. Teachers have high and clear expectations of what their pupils can achieve in a given time and set work for them that is challenging, yet achievable. It is significant that the introduction of the numeracy and literacy strategies, with time limited activities, has sharpened the focus on time in other activities. Teachers sometimes use a minute, or a two-minute timer to help pupils focus on sharpening up the pace of an activity. Lessons start with a brisk question and answer session in which teachers pose searching questions about 'how' and 'why' and 'when'. These almost all start by revising the content well of the previous lesson before moving on to new aspects. Lesson introductions are lively and interesting and set the tone well for the remainder of the lesson. One element of planning that is sometimes overlooked, however, is the inclusion of information technology activities to support lesson content.

31. Teachers have clear expectations of how pupils should behave. Even at this early stage of the Autumn term, when pupils have been with their 'new' teachers for only a few

weeks, it is clearly apparent what standards of behaviour teachers expect, and the range of strategies they use to try to ensure that pupils comply with the class conventions. For example, younger pupils are encouraged not to call out answers to teachers' questions. At the same time teachers ensure that they do not stifle pupils' natural enthusiasm by ignoring answers at the expense of class protocol. Most teachers have already established clear procedures that most pupils follow.

32. Teachers have a very good rapport with their pupils and move regularly from group to group providing support. Teachers are very skilled at knowing the right moment at which to offer help or advice, so that pupils are given long enough to try to find solutions themselves, but not left to struggle to find the answer. Teachers provide lots of very good and enthusiastic praise, such as, "*You are a star!*" or "*Well done! That's brilliant!*" They also use merit awards well to maintain pupils' interest and motivation. A real feeling of teachers wanting to do their best for pupils is clearly apparent in all lessons.

33. The ways in which teachers provide written feedback to pupils through their marking varies considerably between classes and does not always match the high quality of oral feedback during lessons. The few instances of very good marking clearly identify what the pupil has done well, offer support and provide ideas for the future; for example '*We shall get it correct with practice*' or '*A good start to the play. You have used stage directions correctly*'. However the great majority of their written comments are not specific to the subject being marked. Comments are usually very brief and they do not give advice about how identifying future learning targets could develop the work. The previous inspection report also commented on the variable quality of teachers' marking.

34. The previous report noted that in a few lessons there was 'unsatisfactory management of interruptions and restless behaviour'. The very few instances of unsatisfactory teaching during this inspection were also linked to pupils' restless behaviour, invariably during the teachers' lesson introductions. These teachers had not thought through what strategies they might use to keep one or two pupils on task or how they might show their disapproval of such behaviour and what sanctions they would use.

35. Teachers' assessments of their pupils are good. Their accuracy and frequency, and the ways in which they are used to help plan future work, are reasons why teaching is so well planned and effective for different abilities. Teachers' long-term assessments are thorough and provide good evidence of pupils' attainment and the progress they make at different points during their schooling. Teachers share goals for improvement with the pupils. Their comments are written on pupils' reports to parents during the spring term, allowing enough time for them to be acted upon. Evidence is provided by reading, spelling and standardised tests and is used constructively to target pupils in need of additional support, often provided in small withdrawal groups.

36. Teachers' short-term assessments, that is the assessments they make at the start, during and at the end of lessons, also provide valuable information. Their lesson introductions provide opportunities to revise and recap, according to pupils' responses. Their interactions with pupils during the lesson provide information on how well pupils are doing. The plenary session at the end of each lesson becomes an integral part of each teacher's short-term assessment strategy, when teachers establish whether or not pupils have learned enough to move on to the next stage. Teachers are able to make informed judgements about the success of a lesson and how it will affect the planning for future lessons.

37. The teaching of pupils with special educational needs is good. Teachers plan work well that takes pupils' different abilities into account. Pupils are well supported in classes and in small withdrawal groups. Learning support assistants who work with these pupils have a significant impact on their good progress. Classroom support for children in the reception classes is not organised well. The number of assistants has recently been reduced and teachers have not given full consideration to their training needs or how best they might be involved in planning and classroom practice. The teaching of pupils with English as an additional language is sound. Their work follows the patterns of work for the great majority of pupils as no pupil is at the stage of requiring additional support from specialist teachers.

38. Teachers set homework that broadly supports the work of pupils at all ages. In their pre-inspection questionnaires 70 per cent of parents expressed satisfaction with the school's arrangements for homework. Parents at the pre-inspection meeting felt that there was too much homework and that it is often used as an opportunity to complete work not finished in school. Pupils have a reading diary which parents complete, although it is very rarely used to promote on-going dialogue between the teacher and parents

b. The curriculum and assessment

39. The previous inspection report noted that the school provided a curriculum which was broad and balanced, although the use of assessment information to help plan the next stages of learning was not well established. Since the last inspection the school has worked hard and successfully to extend the range of opportunities offered in English and mathematics, to provide schemes of work and to address issues regarding equal gender opportunities. The current quality and organisation of the curriculum are good with some very good features, such as the provision for more able pupils, those with special educational needs and the provision of French. The curriculum for children under fives is planned in accordance with the Desirable Learning Outcomes. It supports children's development and enables them to make sound progress in all areas of their learning. The quality of the curriculum is a strength of the school, except in the provision for information technology. The school provides for religious education. The quality and use of assessment are also good. Despite the requirements of the literacy and numeracy strategies the school still provides a broad, balanced and appropriate curriculum for its pupils, which meets the requirements of the National Curriculum. The school provides a full curriculum for pupils with special educational needs and those with English as an additional language.

40. All subjects now have sound policies and schemes of work and these provide a good guide for teaching and learning throughout the school. Generally, subject planning provides a strategic overview for the teaching of subjects and skills. Teachers plan subject coverage consistently and well. Their long, mid and short-term plans are good and they make learning objectives clear. This emphasis on shared planning ensures that the broad aims of the curriculum are translated into precise medium and short term plans for its delivery. An important part of teachers' planning, and one that has been given considerable emphasis by the school, is the attention given to the pupils' differing levels of attainment. They also ensure that the match of work to the needs of individuals is detailed and relevant.

41. The school has recently initiated an interesting programme to identify pupils who could be described as 'more able pupils', but not solely or necessarily in 'academic' subjects. This is being established by a member of staff with responsibility for the more able, who has recently provided thought-provoking in-service training for her colleagues. The

previous criteria to identify such pupils were considered too narrow and teachers are currently encouraging pupils to complete a 'total talent portfolio'. This new element of self-assessment by pupils adds further quality to the school's knowledge of what it does and what it needs to do.

42. The school meets its statutory requirements. Not all the required areas of information technology, such as control and modelling have been fully developed in the past. Sex education is taught effectively within the framework of the school's personal, social, and health education policy. This programme also includes awareness of the misuse of drugs. It forms part of the school's 'citizenship education' programme and includes visits to meet workers from essential services, such as the police and fire services.
43. Governors have an active curriculum committee to monitor the curriculum, approve subject policies and obtain information from subject leaders on the current state of their subjects in school. There is a governor with responsibility for literacy, one for numeracy, one for information technology and another for special educational needs.
44. Teachers give pupils opportunities to go on educational visits; for example, the residential visit to the Isle of Wight, and the use of the local environment in lessons to help pupils learn. The provision of French teaching for pupils in Key Stage 2 is a further enrichment of the school's curriculum. Extra-curricular provision, mainly for sporting and musical activities, also contributes to the broad curriculum. There are fewer opportunities for pupils whose main interests lie outside these areas. The school takes part in competitive football and netball fixtures with other schools in the area. A parent, enthusiastically supported by a member of staff, holds training sessions for the school team. Parents also have the opportunity to pay for football coaching provision held at the school, but provided by an outside agency. Outside music tuition is also provided at parents' expense. Pupils are able to take the cycling proficiency test and many cycle to and from school each day. All pupils have the opportunity to learn to swim 25 metres by the time they leave school.
45. There is a comprehensive whole-school policy for assessment, recording and reporting. It is implemented effectively by teachers, and monitored and reviewed well by the school's senior managers. The school now plans to improve its assessment procedures over the next year by analysing computerised assessment information and comparative data from the local education authority in order to identify detailed differences between the attainment of boys and girls, or between different year groups.
46. Assessment is accurate and consistent and is based on an appropriate balance of observation, marking, focused assessments, commercial and standardised tests. Teachers use these detailed assessment data to assist them in all stages of their planning and their use is clearly identified in termly planning. Baseline assessments, carried out within seven weeks of pupils starting school, and national test results at the end of Key Stage 1 are collated and passed on to ensure teachers are fully informed as pupils enter Key Stage 2. Each pupil is regularly assessed, using standardised tests. Pupils' ability in reading is monitored and recorded in Key Stage 2, as is their cognitive ability, and their progress. Provision for extra support for pupils is made on the basis of pupils' attainment in some or all of these tests and this has a positive impact. The settings by ability for mathematics are also dependent on information from assessments, including informal assessments made by teachers. Teachers know their pupils well and are able to plan appropriately for their levels of attainment. The school meets the

requirements of the Code of Practice in assessing pupils for evidence of special educational need and parents are fully involved in this process at the earliest stage.

47. Teachers retain pupils' work and collect appropriate samples in individual folders. These are cross-curricular, and are annotated as appropriate. These annotations record each child's progress, and establish what needs to be taught next. Teachers also compile a useful 'at-a-glance' assessment sheet that can be used with individual pupils. Teachers keep good records, such as individual education plans for pupils receiving extra help with their education, both for their work in mainstream classes as well as in withdrawal groups. These records are detailed, informative and clearly establish a good basis for pupils to improve their standards.
48. Good quality annual reports provide parents with useful and relevant information about their children's progress. Teachers set agreed individual targets for pupils to concentrate on in the short term, and parents are encouraged to indicate where they can help.

b. Pupils' spiritual, moral, social and cultural development

49. The overall provision for pupils' spiritual, moral, social and cultural development is good. The governors and staff aim to educate the whole child, and view the schools' ethos as stressing the spiritual development of pupils within a Christian community, setting rules for life in the context of thinking about God, others, surroundings and self. Throughout the school, teachers and other adults actively and consistently promote high standards of consideration for others. The school effectively promotes the personal and social development of children under five by establishing daily routines and clear expectations of good behaviour.

50. The provision for spiritual development through subjects, such as art and music is good. Teachers plan for pupils to experience awe and wonder in art and environmental work; for example, in close observational drawings of natural objects such as flowers and leaves. Pupils study the surrealist works of such as Picasso, using the styles, textures and themes in their own work. In science, pupils look at conditions and habitats, especially those of rainforests. In music they listen to great works by composers such as Mozart, Elgar and Debussy. Pupils look at the school grounds, surrounded by trees, grass and plants. They study the rich environment in which to learn the world of the minibeast, of birds and squirrels. Within the school pupils take responsibility for the care and well being of the fish and rabbits.

51. The provision for moral development is good. The school behaviour policy gives clear guidelines and an emphasis on positive reactions, rather than a list of sanctions. It promotes self-discipline by celebrating achievement. The school aims to help pupils appreciate the world around them, to care for their environment and show respect for property, recognising their place in the school community and the wider world. Each class has a copy of class and school rules prominently displayed within their room. During personal and social lessons there are discussions of right and wrong along with work on raising self-esteem. A positive effective of the positive discipline policy is that there is no graffiti or damage to the building and resources are well cared for. Curriculum policies, such as those for science and physical education, are concerned also with the key concepts of fairness, such as the need for rules and rewards that reinforce the behaviour policy. Pupils consider the criteria to establish a 'fair' test in science, whilst games are played with regard to rules and safety.

52. The provision for social development is good. Pupils are offered a caring and

supporting environment. They are encouraged to see themselves as part of the whole community, not just of the small world of the school. Pupils devise posters for the community 'fireworks safety' competition as well as the 'Spelthorne in Bloom', competition. They enjoy taking an active part in environmental conservation and helping to make the area attractive. Pupils take part in music festivals, combining with others to perform jointly, and develop co-operative social skills. Visitors from the local community, such as the police service, lead activities and discuss their community roles. Pupils develop as citizens with an active school council and with participation in 'junior citizen' projects led by the police. Pupils see their parents and other members of the community supporting their learning by running a school uniform stall, fund raising, making cakes for charity and accompanying them on outings into the local area. Pupils support charities by collecting used stamps for the 'hearing dogs for the deaf' and are currently involved with the 'Christmas Love' project, filling decorated shoe boxes with small toys and other gifts for children in war torn and poorer countries. On residential visits they develop the skills of caring for themselves and each other. In assembly the headteacher read out thank you letters from older citizens who had received harvest boxes from the school. Pupils have the opportunity to contribute to their own learning by working within class on group projects and taking part in extra-curricular activities including sports. Pupils also have responsibilities round school; for example, delivering and collecting registers, acting as librarians, undertaking assembly duties including working the overhead projector, getting out benches and chairs. When given the opportunity they use their initiative in allocating resources and apparatus in their classrooms.

53. The provision for cultural development is good. While the school provides appropriately for pupils' British cultural development, it also promotes a sense of living in a racially mixed world with an appreciation of the contribution that all make to life in England. This aspect of the school's work has improved considerably since weaknesses were pointed out in the previous inspection report. The school teaches pupils to appreciate and develop their own cultural traditions through work on such as the Celts, Romans, Tudors and Victorians, through visits to museums and concerts, theatres and sporting activities and visits from artists, musicians, actors and poets. It also provides many opportunities for pupils to appreciate the diversity and richness of other cultures. Displays in classes and around the school give positive images of Greece, China, India and Australia with photographs, pictures, posters, samples of clothing and jewellery, foods, fruits and other artifacts. Festivals from different countries and faiths are celebrated, such as *Chinese New Year*, *Mehndi* patterns and a display entitled '*My Neighbours' Religions*', showing artifacts and sacred texts such as a Sikh comb, a Seder plate, Hanukkah candlestick and the Christian Bible. Work across the curriculum involves the use of instruments from different cultures in music and detailed studies of rainforests. The library and classrooms have a satisfactory selection of multicultural books, ranging from cookbooks and recipes from round the world to stories used in literacy periods such as '*Handa's Surprise*'. The school also has books by authors from round the world, including poetry by James Berry, John Agard and Grace Nichols.

b. **Support, guidance and pupils' welfare**

54. The school is a caring, harmonious community that provides good support for pupils. Adults are sensitive to pupils' needs and the pupils feel secure in an ethos that promotes learning. The majority of children under five come to school confident and happy after an excellent programme of induction. Through the careful attention of all staff, good relationships are built, ensuring children and parents have a very good introduction to

the school and a positive start to education. This is a strength of the school.

55. There are good procedures for monitoring pupils' academic progress and personal development. The school keeps detailed records for each pupil, including past reports and examples of good work. There are comprehensive files of academic achievement which help teachers match the teaching to individual needs. There are some informal records of personal and social development and teachers' knowledge of their pupils is good. On a day-to-day basis, monitoring of academic progress is good. Those pupils with individual educational programmes receive good support in withdrawal groups and in class. Pupils, teachers and parents draw up targets that are written into their individual programmes and are reviewed frequently. The special educational needs co-ordinator offers particular support to pupils before their transfer to secondary education. No matter to which school a pupil with special educational needs transfers, the co-ordinator contacts and liaises with that school before the pupil leaves Laleham.

56. A key issue from the previous inspection was to improve measures to promote good behaviour. These are now good and this is demonstrated by the good behaviour of pupils. There is a whole-school policy, which emphasises the need to follow the positive rules determined in consultation with pupils. It also emphasises the role played by use of praise and reward. All staff use this consistently and effectively. There is also an anti-bullying policy, which is effectively implemented; both staff and pupils understand that bullying is not tolerated. Pupils who have particular behaviour problems are supported with individual education plans that set them targets for improvement. In those cases where exclusion has been necessary, the correct procedures have been followed.

57. The procedures for monitoring attendance are satisfactory. School registers are completed correctly using a computerised system. They are monitored effectively and the assistance of the education welfare service employed as necessary.

58. The school has good procedures for promoting the safety and well being of pupils. The school has adopted the '*Area Child Protection Committee*' procedures. The headteacher is the designated teacher and she, and all staff, are appropriately trained. In the event of any concerns, there are good links with appropriate outside agencies. Pupils receive sensitively delivered information on some of the ways in which they can protect themselves. Staff are well informed about pupils who have specific medical needs. Pupils who are ill, or who have accidents at school, are appropriately cared for by staff who are trained in first aid. The school has adopted the local education authority Health and Safety Policy. Procedures for risk assessment relating to the premises and activities are satisfactory. Electrical, fire and gymnasium equipment are checked and fire drills carried out.

b. **Partnership with parents and the community**

59. Overall, the school has a sound partnership with its parents and community. The quality of information provided by the school for parents is good. There are regular, good quality newsletters about all aspects of school life. The reception teachers establish very good relationships with parents of children under five through good induction procedures and information and individual meetings with parents to discuss the results of early assessments. Parents of children under five are expected to be involved in the learning process and help each evening; for example, hearing their child read and

commenting on the book being read in the home-school diary. Eighty-two per cent of parents feel they are encouraged to play and active part in the life of the school and 88 per cent feel it would be easy to approach the school with questions or complaints to do with their children.

60. The annual pupil reports, issued in February, are good, and contain all legally required information. They give appropriate details of pupils' strengths and weaknesses, particularly in English, mathematics and science, and set agreed short-term goals for every pupil. A follow-up summary is issued at the end of the year. Parents are told what work their child will be doing in the current term to enable them to provide additional support at home. Parents can discuss their child's progress at each of the two parent-teacher consultation evenings. Although a significant percentage of parents answering the pre-inspection questionnaire expressed concern about the quality of this information, evidence shows that their concern is not justified. Parents of pupils with special educational needs are invited to all review meetings from the outset. The school is willing to incorporate these meetings into the parents' evenings if it is more convenient to parents. The special educational needs staff liaise with parents over other issues, such as contacts with professional agencies.

61. Parents are involved to a satisfactory extent in helping with pupils' learning. They are encouraged to hear their children read at home throughout the school but make few comments in the reading record. Some parents regularly come into school supporting activities such as art, sewing and computing. They provide additional adult supervision on educational visits. The parent-teacher association raised a considerable sum last year.

62. The school has satisfactory links with the local community. The vicar takes assemblies occasionally and pupils visit the church every term and for special festivals, such as Easter. Pupils visit the local area as part of their geographical studies. Pupils entertain senior citizens at Christmas and pupils in Year 6 distribute the proceeds of the harvest festival service to local residents. Local people visit the school to describe their jobs and roles. For example, a parent took a major part in the school's poetry week and the community police officer talks to pupils about the dangers of drugs. The school has several useful links with local businesses. A local builder's merchant is visited to widen knowledge about materials in science and a major airline provides generous funds to help the school implement a continuing improvement in the outdoor environment.

b.

b. **The management and efficiency of the school**

b. **Leadership and management**

63. The previous inspection report identified 'serious weaknesses in the quality of relationships within and beyond the school' and a 'lack of clarity about roles and responsibilities and a failure to provide clear direction, which interferes with the efficient management of the school'. The management of the school became a key issue. The school has worked extremely hard to successfully address the expressed concerns four years ago. All parents at the pre-inspection meeting agreed that the school's response to parents had improved considerably. In their pre-inspection questionnaires 82 per cent of parents felt that they are encouraged into the life of the school and 88 per cent felt that they would approach the school willingly if they had any concerns.

64. The headteacher, governors and staff have developed a strong school ethos and a clear sense of purpose to aim for excellence. The school's aims, values and policies are appropriate and well implemented. The headteacher provides strong leadership and clear educational direction for the work of the school. It is to the credit of all involved in the management of the school that there has been such a successful resolution of important issues since the previous inspection. The senior management team has played a significant part in the running of the school and is now well supported by the recently appointed deputy headteacher. The key issues in the previous report have been successfully addressed. The school has a clear commitment to improvement.

65. The governing body provides enthusiastic and knowledgeable support. The various committees, dealing with areas such as finance, premises and personnel, provide full details of their business to the governing body. Communication between the school and governors is good. The chair of governors is a regular visitor to school and has played a major role in resolving issues from the previous inspection. The governor with responsibility for special educational needs meets regularly with the special needs coordinator and keeps governors fully briefed. The school development plan is a good working document. It establishes appropriate priorities, is linked to finance, has named personnel responsible and establishes success criteria in a set time scale. The school prospectus and the governors' annual report to parents meet statutory requirements.

66. There is an effective management structure based on responsibility for key stages. These two managers, with the deputy headteacher, the bursar and the headteacher, form the senior management team. Regular meetings are purposeful and communication within the school is effective. This is a notable achievement in a school with four different buildings. Subject leaders play a significant part with members of the senior management team in monitoring the quality of teaching throughout the school. All teachers have observed others' lessons and have been observed. Purposeful feedback has been given at the end of lessons and has enabled teachers to discuss their classroom approach in depth. Scrutinising pupils' books and teachers' plans also enables subject leaders to monitor whether work becomes gradually more difficult, whether it builds on what they have learned before and whether pupils' standards of work are improving. Their involvement has a positive impact on pupils' attainment.

b. Staffing, accommodation and learning resources

67. The school has a sufficient number of appropriately qualified staff, with a mixed range of experience, to enable the Desirable Learning Outcomes and all National Curriculum subjects to be taught effectively. The relatively high turnover of staff in the last two years has included several teachers who have moved with promotion. Teachers are hard working, supportive of one another and work well together. Pupils with special educational needs are taught well by specialist staff. The special educational needs coordinator has attended specific training with regard to the Code of Practice and individual educational programmes and reviews, ensuring the delivery of an appropriate curriculum. The three special educational needs support staff have received training specific to the pupils they support. However, there is an insufficient number of well-trained classroom assistants. Other support staff, including administrative staff, lunchtime supervisors, the caretaker and cleaners contribute positively to the ethos of the school.

68. Arrangements for the professional development of staff are good. All teachers meet twice a year with the headteacher to discuss their roles within the school and their own

personal career development. Appraisal arrangements are in place and all teachers have been appraised through a system of paired observations. There is good provision for the appraisal of administrative staff, but not for classroom assistants. Lunchtime supervisors receive appropriate training. There are helpful guidelines for new teachers and induction arrangements for newly qualified teachers are good. The provision of regular in-service training, closely linked to the school development plan and prioritised within budget restraints, has a positive impact on standards; for example, the successful introduction and implementation of the literacy and numeracy sessions. Not all subject coordinators, for example those recently appointed, have yet received appropriate subject training.

69. The school's accommodation is satisfactory overall. There are four separate buildings on a large, attractive site. With the growth of pupil numbers some areas of the school have become crowded. In particular, the school hall and the new computer suite are cramped. The school is aware of these problems, and has positive ideas about how best to redress them. Some classrooms are small, but they are very well organised by teachers. There are separate areas for the teaching of musical instruments, for information technology, and an additional room leading from Years 5 and 6 classrooms. Library accommodation is limited and the open area at the school entrance is not conducive to the teaching of library retrieval skills. The school has a room specifically devoted to teaching small withdrawal groups of pupils with special educational needs that is also used as a resource storage area. The accommodation for children under five is satisfactory. One classroom is in the original building and the other in a modular classroom on the playground near the school hall. One is adequate in size, but is cramped with excess furniture and teaching resources, whilst the other is small and lacks soft furnishings. There is only limited hard-surface space for children to play on in wet weather.
70. Elsewhere, good use is made of corridors and corners for display and teaching purposes. A good example of purposeful adaptation is the creation of a small library area for Key Stage 1 pupils from the former boys' toilets. The new toilets recently provided for the younger pupils are excellent. Displays are of a high quality and contribute positively to the pupils' learning. The school is an attractive, warm and welcoming learning environment.
71. Outside there are large, separate, tarmac play areas for the different age groups, and good quality seating and play apparatus for the pupils, much of which has been provided by the Parent Teacher association. A large field is well used for soccer, rounders and athletics, and a nature area has recently been cleared which is the responsibility of the newly appointed coordinator for green issues. Since the previous inspection the governors have conscientiously and imaginatively ensured that pupils are safe and secure within the school site, and there are now separate entrances for vehicles and for pedestrians. The buildings are well maintained, both inside and out, and the school caretaker contributes very positively to the redecoration of rooms and the overall cleanliness of the school. Governors play a key role in the maintenance of the buildings and grounds through their premises committee.
72. The school is well resourced to deliver the National Curriculum. This is an improvement on the previous inspection. The school has spent generously on resources recently, especially for information technology. Resources are good in English, mathematics, design technology and information technology, music, and special educational needs. Separate sets of musical instruments and tools for design and technology are kept in all three teaching areas. New instruments have been purchased for music, but there is still

a need for further artifacts for history and geography. The quality and quantity of books in the library areas is satisfactory, and the number of multi-cultural books, identified as a weakness in the previous inspection report, has been increased. The school makes good use of resources beyond the classroom with visits to places such as Hampton Court, Verulamium and an annual residential trip to the Isle of Wight for Year 6 pupils. The Parent Teacher association contributes very positively to resourcing the school with computers, books for the library and outdoor apparatus. Resources are generally well labelled, but not always readily accessible to pupils.

b. The efficiency of the school

73. The school is efficiently run and makes good use of its resources and available finances, which are administered and controlled competently and proficiently. Financial planning is good. Educational developments are thoroughly costed and supported by financial supervision and regulation. The most recent auditor's report of May 1999 is satisfactory and the few, minor recommendations have been implemented. The headteacher, bursar and the governing body regularly review expenditure. The headteacher enables the administration staff to do a thorough and rigorous job.
74. The school's income has not increased in line with its expenditure. The reserve funds built up over the past years were used to keep a reserve for the financial year 1998/1999. For this current financial year difficult decisions had to be taken by the headteacher and governing body to ensure expenditure matched income in order to avoid an overspend. Governors are acutely aware of the situation. They are kept fully informed about all aspects of the school's finances through regular reports, provided by the headteacher and the bursar. The governors' finance committee meets regularly, the school bursar gives a full report of the current financial situation and the minutes are circulated to all governors. The governors' fund is used well to buy building insurance, to pay for building maintenance and to fund improvements to the school site. Last year the sum of £10,000 was donated from this fund towards building the information and communication technology suite. The money raised for this fund is from voluntary parental contributions and money invested by the governing body. It provides a most valuable source of income to the school.
75. The school has a very good understanding of special educational needs funding for its pupils. It makes good use of the available finance in programmes aimed at raising attainment and sustaining progress. The income received from the local education authority for special educational needs has not increased this year. The school sees this as a vital area of its work and money has been found to ensure the level of support remains in place for special educational need pupils to make good progress.
76. Overall, sound use is made of time and resources. Classroom support for the children in the reception classes is unsatisfactory, however. The number of classroom support assistants has been reduced recently and the school has not provided training for assistants to work specifically with young children. Consequently their impact on the standards attained is very limited. All areas of the school are very well used, including the library and extensive grounds. The school has improved the use of its buildings since the last inspection. Time is used well in lessons and in other aspects of school life. Resources are of satisfactory quality, well managed and looked after. Funding for staff development is carefully allocated so that it supports work across the whole school, as well as meeting the needs of individuals within the school.

77. Day-to-day financial control is effective, efficient and of a very high standard. The school's office staff make excellent first contacts for visitors. They are efficient and operate clear and effective systems and daily routines that are understood and followed by adults and pupils alike.
78. Taking into account the above average unit cost for a school of this type, the pupils' socio-economic circumstances, the average attainment on entry, the rate of progress made by the pupils, the above average attainment of most pupils when they leave the school, and the quality of education provided, the school provides good value for money.

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

b. **Areas of learning for children under five**

79. The quality of education for children under five is satisfactory and provides them with a sound foundation for the next stage of their education. The school admits children to its two reception classes at the start of the academic year in which they reach their fifth birthday. The older children attend full-time from September and the younger ones attend part-time until the beginning of the Spring term. At the time of the inspection most of the children attended on a part-time basis.
80. Although children have a very wide range of abilities and almost all have attended pre-school provision, the attainment levels of a significant minority in areas such as language and number are below average. This judgement is based on information from a detailed assessment that is carried out within the first seven weeks of the start of the Autumn term. The results of this assessment are shared with parents and they are involved in supporting their children's identified targets. Additionally the school uses the assessment results to target support from teachers in school on a regular basis. Overall, children make sound progress, including those with special educational needs, and benefit from the caring and supportive environment. In school, children have the opportunity to engage in a wide range of activities that enable them to develop the essential skills in all the areas of learning and prepare them well for school and the National Curriculum. By the time children are five years of age most attain nationally expected 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

81. Children make good progress in personal and social development and this contributes positively towards the purposeful atmosphere in the reception classes. Children are well behaved, learn to take turns and support others. They obviously enjoy their time at school. Children generally listen carefully to staff. The supportive, caring ethos and the establishing of routines helps to promote children's independence. The staff pay particular attention to the areas of sharing of equipment and waiting their turn, to encourage co-operative play and develop a sense of what is fair. Children are familiar with class and school routines and have a growing awareness of the difference between right and wrong. Preparing for physical activities, most children are aware of the correct form of dress for lessons in the hall.

Language and literacy

82. Although attainment on entry overall is average a significant minority enter with attainment just below that expected for their age, particularly in conversational skills, range of vocabulary and hand control in writing. A good range of activities promotes children's language and literacy skills. They are encouraged to listen attentively and enjoy story time. Staff encourage imaginative, spontaneous play. They carefully intervene to ensure that language is developed and children's vocabulary is increased. Children were seen taking on the role of mother in the family, using appropriate language. Teachers give children good opportunities to talk confidently about their experiences and interests during personal, social and moral education time. They talk

about their own activities during lunch break and about the activities that older pupils take part in. Children are encouraged to recognise and write their own names. They are taught the skills necessary for reading in a structured way. During parts of the literacy hour strategy however, the length of time the children sit without activity is far too long and their attention wanders. All children enjoy the 'big books' and listen most attentively. Computers and tape recorders, to promote the use of phonic programs and story tapes were not use during the inspection. Children make sound progress and the majority reach the level expected by the time they are five.

Mathematics

83. Mathematical development on entry to school is generally in line with expectations for children of their age, although a significant percentage show areas of weakness in their experiences of early number. The wide range of ability is well demonstrated by one or two children not being able to count or recognise numbers to three, whilst a few can recognise and name a range of two and three-dimensional shapes and some of their properties. Teachers support learning in mathematics well and with a wide variety of resources and children make sound progress in counting skills, number recognition and mathematical language. Many are able to count further than five. Some children can count to 15 but the majority has difficulty after 10. Through role-play, children are used to handling real money and make transactions in the mathematics area. Sand and water play reinforces their knowledge of capacity and volume. Most children make satisfactory progress and reach the expected levels by the time they are five.

Knowledge and understanding of the world

84. Children make satisfactory progress during the reception year and reach expected levels by the age of five. Children are encouraged by teachers to observe, explore and describe the world around them through well-planned activities linked to their topics. Children make rubbings of articles around the school and sort them into natural or man made groups. They demonstrate curiosity and a keen interest in the objects around them and enjoy going for a walk in the school grounds looking for signs of Autumn. Children have limited experience of using computers. They use the mouse, but their control is adversely affected by unsuitable seating and table arrangements. They learn details about geography during registration when they record the daily weather on their weather chart. Children have daily opportunities to explore the outdoor environment.

Physical development

85. Children make sound progress and attain expected levels. They have immediate access to secure outdoor play areas where they play sensibly using a range of equipment. Both reception classes enjoy physical education skills in the school hall, learning how to change the speed at which they move, by running and jogging. Children move confidently in the hall and stop immediately the teacher tells them to. They make satisfactory progress in the development of manipulative skills. Children handle pencils, crayons and brushes well and play imaginatively with construction kits and small apparatus with increasing control. Children are taught to use scissors carefully. They made good progress in developing the ability to cut accurately along drawn lines. Outside the hut children can, in fine weather, enjoy the tricycles and bicycles in safety. There are plans to further develop this area. At present there is very little hard surface. Most is grassed and unsuitable for the children to play on when wet.

Creative development

86. Children's attainment in creative work is in line with expectations and they make sound progress. Most know their colours and select different colours for activities. For example, they paint good observational pictures of trees with Autumn colours. They produce colourful paintings and enjoy experimenting with textures; for example, when they make a collage of different types of paper. However, the displays in both classrooms are unimaginative and do little to reinforce children's learning. Children explore sound through singing songs. When they work with play dough they create 'sausage rolls' and 'pancakes' for an imaginary party mum and dad are holding. Children enjoy playing creatively in the home corner.

b. Teaching

87. Teachers know their children well. The quality of teaching is never less than satisfactory. It is supported by a soundly planned programme, which ensures the curriculum for children under- five is taught in full. The school has maintained the standards and caring practices found in the previous inspection report. The two teachers work well co-operatively planning what is to be taught. Learning objectives are clearly identified, but the activities planned are not always focused sufficiently on the full range of children's abilities and their expectations could sometimes be higher. Teachers' assessment through observation, discussion and task is good. Parents receive a detailed report and are offered two occasions to discuss their children's progress, one of which is after the initial assessment has been completed.

88. The hard work of the teachers and their commitment ensures that resources and materials are fully used and that children are provided with an interesting and stimulating range of appropriate experiences and learning situations. However, the use they make of the classroom assistants is unsatisfactory. Insufficient time is made available for classroom assistants to plan work with the teachers, to receive appropriate training to increase their effectiveness and to understand the importance of their role with young children.

b. English, mathematics, science and information technology

b. English

89. Standards of attainment are in line with the national average at the end of Key Stage 1 and pupils make satisfactory progress overall, with some good features. At the end of Key Stage 2 standards of attainment are above average and pupils make good progress. These findings confirm the results of the 1999 end of Key Stage 1 statutory tests. The judgement on pupils' attainment is slightly below the results of the 1999 Key Stage 2 test because this is a different group of pupils. Pupils use their good literacy skills effectively in subjects such as science, art, history and geography, where they use a range of specialist terms that are specific to each subject. Pupils read and write with fluency, a growing confidence, and a good understanding. Many pupils, particularly in Years 4, 5 and 6, develop a neat, legible handwriting style.

b.

b. 90. In the 1999 end of Key Stage 1 National Curriculum tests and assessments, the percentage of pupils attaining Level 2 in reading, writing and spelling was in line with the national average and in speaking and listening it was well above average. The percentage of pupils attaining Level 3 was above the national average in reading, but well below average in writing. The percentage of pupils attaining Level 2 in reading and writing was slightly lower than in 1998. The fall is due to differences in the abilities of different groups of pupils.

b.

b. 91. In the 1999 end of Key Stage 2 National Curriculum tests, the percentage of pupils attaining Level 4 was well above the national average, and above the Surrey average. The percentage of pupils attaining Level 5 was in line with the national average. The results in national tests at Key Stage 2 over the last four years show a steady improvement. The performance of boys is above average and the performance of girls is well above average.

b. 92. Standards of attainment in speaking and listening are above average by the end of both key stages and pupils make good progress when using English in many subjects. Pupils throughout the school are attentive listeners and confident speakers in a variety of contexts. They are able to develop these skills well in public performances; for instance, the musical for pupils in Years 3 and 4, the production in Year 6 for pupils who are about to leave, and the Christmas play for pupils in Key Stage 1. A book week has also been held in which pupils dressed and acted as characters from their favourite books. Pupils' good progress in speaking and listening is underpinned by the way in which teachers value their ideas. When pupils offer answers in class discussions, teachers praise them for responses that may be partially correct, and use those responses sensitively to develop their learning further.

b. 93. Pupils in Year 2 understand and use words like '*carbohydrate*' and '*lair*', whilst pupils in Year 6 use vocabulary such as '*spiral*', '*shrieked*' and '*fuselage*'. Pupil representatives on the school council put forward balanced arguments for topics they feel strongly about, such as the insufficient quantities offered for school lunches, or the possible inclusion of trousers in the girls' uniform as an alternative to skirts. The headteacher and teachers consider their suggestions carefully and respond positively.

94. Standards in reading are average by the end of Key Stage 1 and pupils make satisfactory progress overall. Standards are above average by the end of Key Stage 2 and pupils make good progress. Most pupils have average and above average reading skills by the end of Year 6. The school places great importance on the teaching of reading. Time is set aside each day for individual, group, and class reading from a good selection of information, poetry, and fiction books. Pupils in Year 4 have produced thoughtful book reviews. Most pupils in Year 6 read fluently, with good comprehension and an understanding of feelings, such as humour and sadness. They have developed clear preferences for authors and genres, and compare their styles with interest. Pupils use dictionaries and thesauruses to find and check information and use CD-ROMs effectively to enhance their understanding of life in Roman Times. In general, pupils in classrooms know how to search for information in books, using the contents, index and glossary pages effectively. They are less secure in using the Dewey index system to locate the books themselves because they have few opportunities to use the school's small reference library section.

95. Pupils' interest in literature is encouraged from the early years through to Year 6. Many pupils read with accuracy and expression, and can summarise events and empathise with characters. Many pupils in both key stages have a positive approach to reading and develop effective ways to read unfamiliar words. Many have preferences such as the fiction of Roald Dahl or the poetry of Spike Milligan or Benjamin Zephaniah. Pupils of all ages demonstrate an interest in reading, although the involvement of parents in supporting their reading at home is limited. Although many pupils read regularly, there is only a limited written dialogue between parents and the school through the home-school reading records. It is apparent from talking to pupils that they do not regard reading to parents as an important part of their reading development.
96. Pupils' attainment in writing is average by the end of Key Stage 1 and pupils make satisfactory progress. Standards of attainment are above average by the end of Key Stage 2, and pupils make good progress. They produce a good range of writing for different purposes and for a range of audiences, including fiction, poetry, diary, and informational writing. Pupils take a pride in the presentation of their work, for instance in a well-presented Year 6 project.
97. Pupils make steady progress in their written work in terms of content, presentation, and complexity as they move up the school. Their work in consecutive years builds well on prior learning. Pupils learn to understand and use the correct components of standard English, such as verbs, nouns, adjectives, conjunctions, complex sentences, and adverbs. Teachers enable pupils to develop their skills through daily opportunities for extended writing. There are some good examples of handwritten and word-processed poetry and stories on display. Pupils' progress can be clearly seen through the development in the range of vocabulary they use and their use of punctuation. For example a pupil in Year 5 writes, '*See the golden leopard with the spots! See the leopard with the bulging cheeks. The golden leopard with the wide face, the I-fear-nothing, dig-my-nails-in-deep look*'. Recently, Year 6 pupils have very effectively cut up and pasted words from newspapers to form provocative poems about current issues, such as animal welfare and the environment. There is evidence of pupils using word-processing programs to copy up writing, although few use a word-processor to write a 'first draft'.
98. Many pupils apply their good skills in writing to work in other subjects. They use words like '*ballista*', '*conquest*', '*invasion*', and '*slavery*' accurately, for instance, in Year 3 history lessons. Pupils in Year 4 are able to write interesting analyses of historical characters, such as Guy Fawkes. In geography lessons in Year 4, they identify animals that live at different levels in the rainforest, referring easily to, '*the forest floor*', '*the emergent layer*' and '*the canopy*'. In a Year 3 art lesson one pupil writes, '*my hand is like a pink flower*', and another, '*there are patterns in my hand like dents that look like mazes*'. Elsewhere, a pupil writes of, '*a green, slippery dragon, its jaws as sharp as a shark's teeth*'. Another pupil's poem refers evocatively to, '*deep in the ancient woods*'. Pupils use an effective style to write up their experiments in science. In Key Stage 1 they develop their recording of experiments from illustrations in Year 1, to written accounts with limited detail, such as '*my cress didn't grow much because it didn't have any light*', in their 'cress diaries'. Their ability to increase the detail and length of their writing is clear, as is the improvement in the presentation of their work as they move through Key Stage 2. Standards are good in spelling and are maintained through regular spelling tests. Teachers test pupils' spelling of specialist vocabulary in different

subjects to increase their knowledge.

99. Handwriting is taught in all classes and pupils are increasingly able to write in a neat, cursive script. Pupils make sound progress from early in Key Stage 1 and some can already join their words by the end of the key stage. By the end of Year 6, pupils write well with pens in a neat, joined, cursive and regular style.
100. Pupils with special educational needs make good progress in literacy. The school seeks to identify pupils' needs quickly and encourages the early involvement and support of parents. Teachers use an inclusive approach to help these pupils develop sound speaking and listening skills. Most pupils listen and respond carefully to specific instructions given by teachers and learning support assistants. They read quite enthusiastically and develop useful strategies to read words they do not know by using picture and context clues. Their work in class and in withdrawal groups is carefully planned to ensure that they keep up to date. Their work in class is usually planned specifically to match their different, individual needs. They have additional opportunities to revise and consolidate their ideas and to write a smaller amount, whilst still bearing in mind the main objectives of each lesson. Pupils with special educational needs frequently have group sessions prior to the daily class literacy hour, and often have two individual educational plans each, one for group work and one for class studies. Pupils who have attained below average levels by the end of Key Stage 1 develop good phonic skills through a teaching programme guided by the Additional Literacy Project.
101. Pupils' attitudes to their learning are usually good and they work hard in class. They sustain good levels of concentration, stay on task well and are determined to produce good work. Pupils respond well to teachers' questions and understand the need to behave well, whether independently or in groups. Pupils enjoy helping each other and listen respectfully to the opinions of others. Their positive attitudes have a real impact upon their standards of attainment.
102. The overall quality of English teaching is good in Key Stage 1 and very good in Key Stage 2. Many teachers show confidence and a good knowledge and understanding of English. They have worked hard to implement the requirements of the national literacy strategy consistently and this is helping to raise pupils' standards of attainment. Teachers plan lessons with shared texts, carefully building on what pupils already know and can do. They introduce lessons well by consolidating pupils' previous knowledge, and hold thoughtful plenary sessions to reinforce the lesson content, praise pupils' achievements, and check on their progress. Teachers make good use of longer-term assessments to plan future work accurately. Pupils' abilities in reading are regularly assessed throughout Key Stage 2. The school now intends to increase their evaluations of the results of these tests in order to set more precise targets for pupils in English. Teachers, generally, have high expectations of their pupils. They expect them to use correct terminology and use question and answer sessions effectively to build pupils' skills in speaking and listening. Teachers maintain a brisk pace and keep pupils purposefully on task throughout lessons. When teachers' marking is effective, it is detailed, matched well to the individual needs of pupils, with clear advice on how to improve. However, marking is not consistently helpful and provides few points that pupils can use to improve and develop their work.

b.

Mathematics

103. Standards of attainment are in line with the national average at the end of Key Stage 1 and pupils make satisfactory progress. Standards of attainment are above the national average by the end of Key Stage 2 and they make good progress. These judgements are in line with pupils' attainment in the 1999 end of Key Stage 1 and 2 tests. With the exception of last year's results at Key Stage 2, the school has attained consistently satisfactory, or better, results at both key stages since 1996 in terms of pupils attaining the national average. The percentage of pupils at Key Stage 1 attaining Level 3 varies from year to year, either in line with the national average or slightly below. In 1999 it was in line with the national average. The percentage of pupils attaining Level 5 at Key Stage 2 has gradually increased over the last four years. In the 1999 mathematics test the percentage was well above average, with one pupil attaining Level 6.

104. The majority of pupils enter Key Stage 1 with levels of attainment that are in line with those expected nationally, although a minority still require support and carefully staged numeracy work. By the time they are seven many pupils work confidently with large numbers, counting in 10s, 50s and 100s to 1000. They enjoy problem solving involving addition, subtraction, multiplication and division. They measure lines accurately in centimetres and make up different amounts of money using the fewest coins possible. They recognise right angles in shapes and name two-dimensional shapes, such as squares, oblongs and hexagons. They are able to use correct mathematical vocabulary when, for instance, naming edges, faces and vertices in three-dimensional shapes. They sort items using various classifications and represent data in tally charts and block graphs.

105. By the end of Key Stage 2 pupils attain standards higher than those expected at this age. They have a very good understanding of place value in excess of six figures. They have a good understanding of number patterns and sequences and their relationship to each other. For instance, they investigate 'Koprekar's Sequence', an investigation linked to the 9 times tables, and write their own explanations of why numbers change as they do. They apply their knowledge of straight-line graphs to practical purposes, such as recording spelling test results and daily temperatures. This also makes good use of their knowledge of the 'x' and 'y' axes and negative numbers. Their understanding of other types of graphs, such as scatter and pie graphs is less well developed. They have a good understanding of many of the 'geometrical' aspects of mathematics, such as rotational symmetry, how to construct shapes from a 'net' of that shape, and a thorough knowledge of the properties of two and three-dimensional shapes.

106. Good links are often made between mathematics and other subjects at both key stages. For example, at Key Stage 1 pupils group 'healthy' and 'unhealthy' foods into sets according to specific criteria. The introductions to most numeracy sessions give pupils good opportunities to develop their speaking and listening skills. At Key Stage 2, pupils have increased opportunities to write out their mathematical investigations and display some of the results of their scientific investigations in graphical form. They describe the properties of a three-dimensional shape and expect others to guess what it is. *'I have five faces. One of them is a square, the rest are triangles. I have eight edges and five vertices. What am I?'* There are, however, almost no links made between mathematics and information technology. Occasionally a computer program will be used to support a few pupils with basic number practice, but many opportunities are lost. There is no evidence of computers being used for data handling; for example, to portray results as pie charts or bar graphs. There were no occasions during the inspection when computers were used to support mathematical activities at either key stage.

107. Progress for all pupils, including those with special educational needs, is satisfactory

overall, with some good features, at Key Stage 1. They make good progress at Key Stage 2. The structure of the numeracy sessions has given young pupils many good opportunities to develop their basic number confidence and agility. Almost a third of these pupils start school with below average number skills. Their progress in increasing the speed of mental calculations, and their ability to record accurately and in greater detail becomes more marked in Year 2. There is clear development and progress through the key stage in pupils' mathematical vocabulary. The progress pupils make at Key Stage 1 provides a very solid base for the development of their work at Key Stage 2. Aspects of work in Key Stage 1, such as mental calculation, recall of number bonds and multiplication tables and use of correct mathematical vocabulary become increasingly difficult and challenging as pupils get older. For example, the time limits placed on pupils to carry out mental calculations become stricter. The expectations of their ability to devote more time to problem solving become an integral part of the lesson. There is clear evidence that lessons gradually build on what pupils have already learned.

108. Pupils respond well to mathematics overall. They enjoy the 'quick-fire' questioning and the competitive aspect of lesson introductions and relish their success in solving 'difficult' calculations. They invariably listen carefully to instructions and settle very quickly to work. There is very little loss of time as Key Stage 2 pupils change classrooms for mathematics sets. They show very good powers of concentration and a determination to do well. However, younger pupils sometimes find it quite difficult not to become restless when sitting for extended periods. The 'number fans', bought specifically for numeracy sessions, are appealing 'toys' until the pupils have been trained thoroughly in their correct use. On one or two occasions, teachers did not respond appropriately to restless behaviour from particular pupils. This then caused some loss of concentration amongst other pupils.

109. Teaching ranges from unsatisfactory to very good, and is good overall. Teachers' subject knowledge is good and they are confident in teaching mathematics and the national numeracy strategy. Much of their confidence is due to very good monitoring and feedback of lessons by the mathematics co-ordinator and senior managers to ensure that the numeracy strategy has been correctly implemented. The learning intention is always made clear to pupils and referred to throughout the lesson. Teachers are very searching in their questions to ensure pupils understand before moving on. They place equal importance on the processes a pupil has followed to reach an answer as on the correct answer itself. For example, in a Year 2 lesson during the mental session a pupil gave an incorrect answer to a mental calculation. Instead of informing the child that it was the 'wrong' answer the teacher responded, "*Oh she thinks it's nine. Let's all check to make sure that's the right answer. Do you still think nine is the right answer? Good girl, ten is correct.*" Most teachers manage their classes very well and maintain a good balance between whole class, group and individual activities. In one or two lessons unsatisfactory teaching resulted from the teachers' failure to tackle instances of behaviour that disturbed other pupils. A few teachers, still experimenting with the numeracy strategy format, tend to spend too long talking while pupils listen, before moving on to activities that require greater pupil involvement. Teachers' expectations are high and the short-term assessments they make, during and at the end of lessons, are good and inform future planning. Teachers set homework that generally supports the work done in class. Their marking, although regular, is rarely specific to the mathematical content of the work.

b. **Science**

b.

b. 110. By the end of Key Stage 1 pupils attain standards that are in line with the national average and make satisfactory progress. By the end of Key Stage 2 pupils attain standards above the national average and make good progress. These findings apply to pupils of all abilities, including those with special educational needs and confirm the results of the 1999 statutory tests and teacher assessments. In the 1999 assessments at Key Stage 1 the percentage of pupils attaining Level 3 was below average. At Key Stage 2 the percentage of pupils attaining Level 5 was above average.

b.

b. 111. The focus for the science curriculum, whether considering the properties of materials, food and healthy diets, plants or forces, is pupils' experimental and investigative work. Across both key stages pupils make good progress in developing these skills. Pupils are able to identify criteria for fair testing with growing sophistication and conduct experiments using a range of equipment. Pupils record their experiments. The younger pupils use pictographic charts, whilst older pupils use a standard format, observe the results and draw conclusions using appropriate scientific language. Many pupils are able to suggest how they could extend their work further or apply their conclusions to other experiments. Older pupils are particularly adept at predicting what would be the result, then confirming that prediction and make good progress in thinking as scientists.

b.

b. 112. At Key Stage 1 pupils of all levels of ability make satisfactory progress in all areas of science. Younger pupils in their work on materials describe the characteristics of bread and the effects of freezing and defrosting materials. They use an appropriate vocabulary, such as '*hard*', '*soft*', '*smooth*', '*hot*' and '*cold*'. They know that freezing bread is a reversible action, while toasting a slice has an irreversible result. Older pupils understand that certain foods in excess can be unhealthy. They are able to categorise healthy and unhealthy foods and give reasonable explanations. They are able to devise healthy meals using classifications of food groups and understand the meaning of a balanced diet. These pupils are making good progress in developing an appropriate vocabulary as well as in understanding that some foods can be both healthy and unhealthy, depending upon excessive quantities or use. The teachers' thorough and detailed questioning skills contribute well to this good progress. By the end of the key stage pupils attain appropriate levels and make at least satisfactory progress across all areas of the science curriculum. Evidence from samples of work for life and living processes, such as the senses, plants and growth, show satisfactory attainment and progress. In work on materials and forces, progress is also satisfactory overall.

b.

b. 113. At Key Stage 2 pupils make good progress. Pupils in Year 3 investigate the rate of dissolution of sugar into a liquid. Pupils in Year 4 experiment to identify the different parts of an iris and carry out investigations to see if all flowers have the same parts by dissecting freesias. Pupils in Year 5 compose saturated solutions and consider the effects of changes of temperature upon their experiments, whilst pupils in Year 6 separate materials, using different techniques, such as filtration or magnetic attraction. By the end of the key stage pupils attain at least appropriate levels and many attain high levels with progress at least satisfactory and much good progress for pupils ages and abilities. Evidence from samples of work for life and living processes, such as the life cycles of frogs, butterflies and humans, food chains and reproduction of plants shows good levels of attainment and progress. Work on materials such as the molecular structure of solids, and reversible and irreversible changes in materials, also show attainment and progress above that expected for ages and abilities.

b.

b. 114. Pupils' attitudes to their learning are good at both key stages. They enjoy science and take their experimental work seriously. Pupils are able to apply fair test criteria carefully, work hard and stay on task. They work well with others to solve problems. They reach conclusions and suggest other experiments that would confirm their findings or use the results of their work to develop further. Pupils generally listen attentively and respond positively to teachers' questions, concentrate hard on their work, and are proud of their success.

b.

b. 115. The quality of teaching across both key stages is good overall. Teachers have secure knowledge of the curriculum as well as good knowledge of which stage pupils are at in their development of skills. They hold high expectations that by the end of each lesson the pupils will know more and be more skilful than before the lesson. They plan work that is appropriate for pupils' ages and abilities and make the intended learning outcome of each lesson clear at its outset. Teachers are skilled in choosing appropriate teaching strategies, frequently using demonstration, practice and evaluation, matched to both the curriculum and the needs of the pupils. They generally have good organisational skills with appropriate control strategies, resources that are appropriate and to hand, and manage time to give structure, challenge and pace to the work within their classrooms. There are few planned opportunities, however, to use control technology in experiments such as identifying changes in temperature. Teachers make accurate assessments of what pupils learn during the lessons. During experimental work they frequently remind pupils about any health and safety aspects of the work such as not tasting, tying back hair and cuffs and wearing protective clothing in case of spills.

b.

b. 116. Since the last inspection a new policy and scheme of work for science has been prepared with a change from a two year cycle to each year group visiting each area of the curriculum annually, extending and expanding on work covered previously. The new co-ordinator for science is monitoring the implementation of this policy and scheme carefully, liaising with staff and ensuring that resources are available as needed. The new scheme of work ensures that with careful planning a continuous and progressive curriculum is provided. The built in assessment opportunities help teachers to assess what pupils understand and plan for future work.

b.

b. **Information technology**

117. Attainment is below national expectations by the end of both key stages and pupils make unsatisfactory progress. By the end of Key Stage 1, pupils use a basic word-processing program competently and operate the mouse control and the printer with little assistance. By the end of Key Stage 2 pupils use a word-processor to enter, save, amend and retrieve data. They generate computer graphics, and access information held on CD-ROM media to use in their topic work. Pupils are now being given sufficient opportunities to increase their information technology capabilities with guided support from their teachers. In recent years, pupils have had little opportunity to improve their standards.
118. The ability of many pupils in both key stages to use spreadsheets to model or record data, to use programmable toys in measuring distances and angles, and to monitor scientific or geographical events, is well below National Curriculum requirements. This is because very few modelling or control activities have been planned into their work. Throughout the school some, but not all, pupils can use information technology to support their learning in literacy, with varying degrees of success. Pupils throughout the school do not use information technology regularly enough to extend and support their learning in other areas of the curriculum. There is little difference between the attainment of boys and girls.
119. The school recognised that there were areas of weakness in its provision for information technology and decided, as part of its development plan, to install a computer suite to try to improve pupils' skills and to train staff. The suite opened at the beginning of this term and all information technology lessons were observed there. Classes are now timetabled for weekly sessions in the suite.
120. Pupils' progress is unsatisfactory in both key stages. Pupils with special educational needs make unsatisfactory progress although they have more frequent access to programs that help, for example, the development of their phonic skills. For pupils at both key stages, regular access to the computer and to programs that support class activities have not been an integral part of lessons. Extension activities have been restricted because of the lack of computer time available within classes. There has been no planned program to develop pupils' capability. The school has made very little use of pupils' computer skills that they have learned at home. Pupils' progress varied between classes and years and was very much dependent on individual teacher's confidence and expertise in information technology and access to reliable hardware.
121. In the lessons observed during inspection in the computer suite pupils made good progress. In a very short space of time younger pupils have become more confident and adept at starting and closing down programs; older pupils have quickly grasped how the use of computer tools, such as the thesaurus, can help develop their written work.
122. Pupils' attitudes to learning and their behaviour in lessons are satisfactory at both key stages. They listen attentively to instructions, concentrate well, and handle resources with care. Pupils work in pairs and almost all the pairings are of mixed gender. They co-operate well together and take turns.
123. The overall quality of teaching in both key stages is now satisfactory. Teachers have either had or are going to have in-service training to keep abreast of developments to maximise the use of recently purchased new equipment and cabling, and new resources.

Teachers' classroom management is satisfactory. Planning does not, however, focus enough on the use of assessment to inform planning for individual pupils and the subject policy and scheme of work do not provide enough guidance on how to make the most use of computers in every subject. Teachers do not currently maintain portfolios of pupils' work to assist the assessment and monitoring of individual progress.

b.

b. **Other subjects or courses**

b. **Art**

124. Art is a strength of the school. The improvement in this subject since the last inspection is impressive. All pupils in Key Stage 1, including those with special educational needs, make good progress in art. Their artwork includes observational drawing, drawing from memory and imagination across the whole curriculum, painting, collage, textile work and construction. Their work with fabric and textiles is a pleasure to look at. Pupils paint portraits of pirates in great detail, including teeth, eyelashes and frightening hats. The self-portraits reveal happy pupils. All pupils in Key Stage 2, including those with special educational needs, make very good progress throughout this key stage. It is clear that pupils are building on, and extending, their skills and knowledge very effectively. The younger pupils in this key stage make complex pattern pictures in earth-tint colour paints after studying Aboriginal works of art. The wonderful environmental sculptures in the style of Andy Goldsworthy show pupils' attention to detail, their determination and imagination. They give their creations names, such as "*Forest Floor*" and "*Tree Top Walk*," which accurately describe the environmental objects used. Pupils observed how these sculptures, made from natural materials found in the school grounds, changed over a period of time as the heat of the classroom affected them. The older pupils produce very good drawings of moving figures. Pupils capture well the movements in charcoal, pencil and chalk. They understand the technique of drawing up sections to help the composition. They are beginning to understand 'relief' through exploration by creating shapes and building up a three-dimensional effect. They use terms such as 'bas-relief' knowledgeably.
125. Pupils' artwork is linked well to other areas of the curriculum wherever possible. In one lesson pupils in Year 3 made mosaic pictures after studying those created by the Romans in their history lesson. They learned about modern artists who use this technique, such as Gaudi, and looked at pictures of his colourful mosaics in Barcelona. Pupils in Year 5 painted vivid portraits of Tudors in their colourful clothes and studied the pictures of the 16th Century artists. Pupils throughout the school use a variety of resources and techniques for drawing, painting, collage and sculpture. They explore a range of materials, including textiles and clay as they move up through the school. Their work is lively, colourful, expressive and exciting.
126. In classrooms and around the school pupils' work is beautifully mounted and most attractively displayed, compelling everyone to stop and look. In the hall the Mehndi patterns, firstly observed and drawn in pencil, were rotated and translated or reflected into patterns for fabric design. Pupils then used batik technique to produce a finished printed fabric of very high quality.
127. Pupils greatly enjoy all their artwork. They spend time observing and making sketches, and are happy to evaluate and develop their work. Pupils become very involved and

can concentrate for long periods of time. The school enters many competitions for art. Last year a pupil won first prize in the Spelthorne in Bloom Poster Competition. Pupils enjoy educational visits to the National Gallery to support the learning of art.

128. The teaching of art is good. Lessons are well organised and teachers have a sound and extensive knowledge of the techniques they are trying to teach the pupils. Good use is made of well-chosen examples of work of famous artists such as Picasso, Matisse and Hunter. Teachers' planning is excellent and they are well supported by a well informed subject leader.

b. **Design and technology**

129. Due to timetabling arrangements only one lesson was observed in this subject. Judgements on pupils' progress, therefore, are based on discussions with pupils and staff, a scrutiny of teachers' planning and the school's scheme of work, and from the very little evidence available around the school of pupils' earlier work. Progress for all pupils in both key stages, including those with special educational needs, is satisfactory.
130. In Year 2 pupils learn about simple mechanisms in the construction of badgers with movable heads and legs, using paper fasteners. They learn simple sewing skills which are extended in Year 2 in the design and making of textile fruit and vegetables, such as apples and peppers. They use construction kits to make large constructions; for example, buildings. Pupils in Year 2 learn how to use a basic electric circuit to light the lighthouses they design and make. Their skills in weaving and sewing are good. They learn appropriate technical vocabulary and understand what a template is.
131. In Key Stage 2 there is insufficient provision for the teaching of food technology pneumatics and hydraulics. Pupils in Year 3, in connection with their study of the Roman invasion, make sculptured 'Roman' tiles and chariots. Their construction of chariots involves moving axles made of dowel running freely through a straw. Sawing, shaping and sanding skills are well developed through working with balsa wood. Pupils in Year 4 make space buggies. They work with solid wood strips, two working axles powered by elastic bands, and build on earlier skills in their design. They design, construct, and test for weight endurance, bridges made from the centres of kitchen rolls. In Year 5 pupils make masks in modroc and design a house with a burglar alarm, using their knowledge of electric circuits. At the end of the key stage pupils produce 'Greek' urns, using clay for relief plaques. They design and make child-size ventriloquist puppets, and hats for an Easter parade.
132. Pupils' attitudes in the one lesson observed were satisfactory. When they are involved in a practical task they concentrate well and are keen to finish their work. Whilst handling a large quantity of small tiles, they were sensible, helped one another, and cleared away effectively. The pupils all said that they enjoyed the subject, and older pupils regretted the 'slimming down' of the design and technology curriculum.
133. In the one lesson observed teaching was satisfactory. The lesson was planned in clear stages and resources were well prepared and deployed. The class teacher moved from group to group regularly giving positive feedback to pupils.
134. The revised and reduced scheme of work for both key stages is a well-considered and balanced document. It provides for both attainment targets, the progressive development of pupils' skills, and the use of a variety of textures and materials to

develop pupils' knowledge and understanding. The previous inspection identified a lack of proper training for the coordinator as a weakness. This is still the case. The school's system of 'blocked time', with almost the whole school learning design and technology during the same half of the term, does not encourage the best use of resources.

b. **French**

135. French is taught as an additional subject to pupils in Key Stage 2 and pupils make sound progress. Pupils understand simple conversational French and answer questions using short phrases and sentences. They listen well and respond carefully and thoughtfully. They recognise many basic words and phrases, such as everyday greetings, in the printed form.

136. Pupils are enthusiastic and most are very willing to try to copy the teachers' pronunciation of new words. Teachers take responsibility for teaching their own classes and their confidence and expertise in French varies. In some classes there are fewer opportunities than in others for pupils to practise spoken French. This inevitably impacts on pupils' progress. Teachers use a range of resources, including commercial tapes and those made by teachers themselves to support pupils' learning.

b.

Geography

137. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. By the age of seven, pupils understand the differences and similarities of the world beyond their local environment, and recognise those physical and human features that give places their character. Pupils in Year 1, in their study of other countries of the world, learn that life in India and China is very different from the area in which they live in terms of climate, customs and culture. Pupils in Year 2 draw maps of islands, using appropriate symbols and explanatory keys, exemplifying their knowledge of the eight points of the compass. They use appropriate vocabulary such as '*key*', '*symbol*', '*swamp*', and '*volcano*'. Pupils in Year 4, in their study of the rain forests, acquire further new vocabulary such as '*canopy*', and '*lower storey*', and learn to appreciate in greater detail the differences in climate, and how environments change as a result of natural and human effects. Pupils in Year 6 make detailed comparisons between their local village and the Greek town of Epidavros, and are able to describe a route around the area, with appropriate use of geographical directions.

138. Most pupils show enthusiasm for the subject and have a sense of curiosity about where they live and about places further afield. Behaviour is generally good. Pupils listen well to their teachers, and to one another. Pupils in Year 1, watching an older girl perform an Indian dance for them, watched intently and applauded politely. Others, from the same year group willingly contributed artifacts from home for a lesson on Chinese traditions. Pupils in Year 2 showed great concentration at the end of the day, when drawing their imaginary islands.

139. Teaching is sound overall in Key Stage 1, and good in Key Stage 2. Where teaching was good in Key Stage 1 it was due largely to good class management skills, well prepared tasks to suit pupils of all abilities, and effective use of praise. Teachers generally are confident with the subject content, plan well and set clear learning objectives, often writing these on the board to inform pupils about the aims of the lesson. This is an improvement since the previous inspection. Assessment is used well

when considering future planning. Teachers' classroom displays, particularly those of the rain forests, are of a high standard and suitably enhance the quality of the pupils' learning.

140. There is an effective new scheme of work, still in draft form. It lists clearly what skills are to be taught in which year, and a recently devised curriculum map for the subject indicates when geography is taught. Geographical skills, such as the use of coordinates, are well developed across the school. Insufficient use is made of information technology to handle, classify and present geographical evidence. Good use is made of the school grounds and local environment for fieldwork, and pupils in Year 6 are provided with extensive geography work during their residential visit to the Isle of Wight.

b. **History**

141. Judgements on pupils' progress are made from the few lessons observed, and from a scrutiny of pupils' work and teachers' planning. All pupils, including those with special educational needs, make satisfactory progress overall, with some examples of good progress made by pupils in Key Stage 2.
142. No teaching was observed in Key Stage 1, but pupils had good recall of the famous people they had studied earlier; for example, Grace Darling, Christopher Columbus and Queen Elizabeth I. They knew that Elizabeth I had been locked up in the Tower of London, and that her sister Mary did not like her. They had made timelines of fire engines, but had little knowledge of artifacts.
143. In Key Stage 2, pupils in Year 3, watching a video of the Roman invasion of Britain, had a sound knowledge of why the Romans came here, and why Hadrian's Wall was built. They showed good awareness of chronology, many knowing that the Romans arrived about two thousand years ago. Some of the more able pupils knew the date of the building of the wall. Pupils in Year 5, in their study of the Tudors, prepared good questions of their own before using secondary sources to discover how the lives of Tudor children differed from their own. Pupils across the school show a good understanding of chronology, and develop well their skills in historical enquiry. By the time they leave the school, pupils have completed an in-depth study of Queen Victoria. They make a detailed timeline of her reign. On their residential visit to the Isle of Wight they learn much about the defences and organisation of castles, such as Carisbrooke Castle.
144. Across the school almost all the pupils said that they enjoy history. They are good listeners, settle quickly to tasks, show genuine curiosity towards things from the past and work with enthusiasm. They discuss topics sensibly in small groups and work well together, and they settle to individual work quickly and quietly.
145. The teaching observed, which was all from Key Stage 2, ranged from satisfactory to good and is satisfactory overall. Teachers are confident with the subject, generally have high expectations of task and conduct, plan well together in year groups, and set work appropriate for pupils of all abilities. Good teaching includes supporting the least able group effectively, making pupils aware of time and using good class management skills to ensure the best possible climate in which to work.
146. Monitoring and assessment are well employed, and the inclusion of assessment opportunities in teachers' planning is an improvement since the previous inspection. The revised curriculum has been effectively achieved, allowing for the teaching of historical skills alongside the programmes of study, and remaining broad and balanced. A well considered curriculum map determines when each topic is studied, and for how long. Classroom displays are of a high standard, colourful and eye-catching, and do much to enhance the quality of the pupils' learning. The school makes good provision for visits to places of historical interest, including Hampton Court, Verulamium, and Carisbrooke Castle. History contributes well to the pupils' social and cultural development, and through pupils' writing and research helps to develop their literacy skills.

b. **Music**

147. All pupils, including those with special educational needs, are making good progress in both key stages. Pupils in Year 1 learn to repeat short musical patterns with their percussion instruments, starting and stopping together on the teacher's signal. At the end of Key Stage 1 they sing a variety of songs from memory, composing short simple pieces of animal sounds. They use varied dynamics and tempo and learn new songs, recognising the difference between a verse tune and a chorus pattern. They are introduced to classical composers such as Gustav Holst.
148. In Key Stage 2, pupils in Year 4 identify instruments such as maracas correctly, sing African songs clearly and tunefully, and use symbols when performing musical ideas. In Year 5 pupils demonstrate a good appreciation of rhythm and are quick to successfully combine lyrics and rhythms to fit particular patterns, ranging from '*The Streets of Philadelphia*' to a soccer chant '*Let's go see Chelsea*'. Pupils in Year 6 show good awareness of crotchets, quavers and rest bars, and are able to develop a composition based on a rondo form. They demonstrate good control of instruments and perform accurately and confidently.
149. Pupils' response to music is good in both key stages. They enjoy music lessons, clap sensibly and sing enthusiastically. They are taught from an early age to treat instruments respectfully, to handle them with care, and to leave them alone when not actually playing. This is an improvement since the previous inspection. Pupils in Year 5 responded very sensibly when listening to pop music. However, in a Key Stage 1 singing practice, behaviour was far from satisfactory, resulting in time wastage and impaired progress.
150. The teaching observed was good in both key stages. In one very good lesson in Key Stage 2, there were high expectations of task and conduct. The progressively developed lesson produced a very good response from the class and good progress throughout the lesson. Teachers are generally confident with the subject, plan well and make good use of a variety of commercial resources.
151. There is a new policy and scheme of work for the subject which satisfactorily covers both attainment targets. Good use is made of music as pupils enter and leave assemblies, and provision is made to identify classical and modern composers. However, the use made of this by teachers is inconsistent. Over 20 pupils are taught individually, out of school hours in a separate music room, to play a variety of instruments including piano, keyboards and violin. This is a private arrangement between parents and the Staines Music centre, but little use is made of these pupils to enhance the quality of music within the school. There is a good stock of instruments from other countries, especially Africa, and the subject contributes well to pupils' multi-cultural awareness. Choirs are raised to perform in particular events such as the schools' service in Guildford Cathedral, before parents, and in school productions, but there is no regular school choir, and opportunities for extra-curricular music are limited.

b. Physical education

152. Pupils in Key Stage 1 make satisfactory progress and those in Key Stage 2 make good progress. This is a significant improvement since the last report where standards were judged to be variable, sometimes in line with national expectations but often below expectations across both key stages.

1. Pupils in Key Stage 1 make satisfactory gains in the acquisition of skills, knowledge and understanding in physical education and in their body co-ordination and control in particular. In dance they listen carefully to teacher's instructions and to the music, moving imaginatively like an elephant or crocodile. In their gymnastics work they develop sound skills and acquire control of their bodies. Pupils move into spaces and perform simple actions such as walking round a room without bumping. They identify large and small body parts to balance on, such as their backs, sides and elbows. They make sound progress in connecting and linking such movements together. Unfortunately, poorer listening skills hamper progress in younger classes. Pupils in Key Stage 2 make good gains in skills as they move through the key stage. In their work in dance they respond to changes in tempo and pitch with appropriate movements. They work across different levels, in different directions and different widths, devising and developing different sequences and recalling skills and patterns from previous work. In games lessons older pupils attain higher than expected levels for their ages and abilities and are making good progress overall. They develop a good range of ball skills. For instance, they catch a ball from backwards passes in rugby; they display good shooting and passing skills in netball; and they are generally able to throw a ball to a partner using chest or over arm throws. They make good progress as a direct result of teachers' expertise in imparting skills and games techniques. When playing a game they play with due regard to the official rules and a display of sportsmanship that comes from confidence gained by having practised skills appropriately.
2. Pupils respond well overall to their lessons. They are involved and listen carefully, following instructions at all times. They enjoy their sport work and have fun, developing skills with vim and vigour. Even though the lesson might be out of doors in the cold pupils stay on task and put a lot of effort into their work, concentrating hard. When practising skills pupils persevere with enthusiasm, taking responsibility for their own work. Although they are not frightened of disagreeing with each other when playing a game, they respect each other and evaluate fairly their own and others' work. In most cases pupils are proud of their achievements and the team spirit and sense of fair play thus created are seen in their treatment of others. Unfortunately this good response from nearly all pupils is spoiled by just a few, mainly boys, who fail to sustain their concentration and demonstrate some lack of respect to teachers and others.
155. While all the teaching in Key Stage 1 is satisfactory or better, at Key Stage 2 all the teaching is good or very good. Teachers have very good subject knowledge and a clear understanding of how to present work to appeal to pupils, develop skills and ensure understanding of games such as rugby and netball especially. Teachers hold high expectations that by the end of each lesson confident pupils would be using ball skills appropriately. Their planning is clear, drawn from assessments of previous work and matched to the scheme of work and policy. In very good lessons teachers select strategies that optimise learning, skills development and understanding, putting structures in place to support weaker pupils whilst extending the more able appropriately. These teachers have good management skills. Teachers use time well with a good balance between listening and doing. They have a good range of resources ready. Because clear procedures are given and good attention is paid to health and safety these busy, challenging sessions result in pupils making good progress across a wide curriculum.
156. Pupils take part in a comprehensive programme that covers all the required aspects of the National Curriculum. A range of outdoor activities takes place during residential

visits while the policy and scheme of work provides an effective curriculum for the development of skills within school. The school takes part in a swimming programme run at the local leisure centre with trained instructors and by the end of Key Stage 2 all but a few pupils achieve at least the requirement of swimming 25 metres unaided. A range of extra-curricular sporting activities support and build upon the good start given to pupils in physical education lessons and teams are successful in local competitions in football and netball.

154.

PART C: INSPECTION DATA

154. Summary of inspection evidence

157. The inspection team comprised six inspectors, including a lay inspector, who spent a total of 24 inspection days in school. Members of the team:

- observed 104 lessons, or part lessons;
- attended registration sessions;
- attended phase and class assemblies;
- had lunch with the pupils;
- observed pupils' behaviour in the playgrounds at playtimes and lunchtimes;
- held discussions with the headteacher, senior management team, teaching staff, support staff, the chair of governors and five other governors;
- reviewed the written work of a sample of pupils in each year group and heard a range of pupils read;
- held informal discussions with pupils;
- analysed a large amount of documentation provided by the school before and during the inspection, including:
 - the school prospectus;
 - subject policies and schemes of work;
 - the governors' annual report to parents;
 - the school development plan;
 - teachers' planning documents;
 - pupils' reports and records.

The registered inspector held a meeting attended by 21 parents prior to the inspection, and the inspection team considered responses from 37 parents to a questionnaire asking for their views of the school.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	398	1	65	15

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	15
Number of pupils per qualified teacher:	27

- **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	91

Average class size:	28
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- **Financial data**

Financial year:	1998 - 99
	£
Total Income	574,243
Total Expenditure	586,900
Expenditure per pupil	1,561
Balance brought forward from previous year	76,839
Balance carried forward to next year	64,182

- **PARENTAL SURVEY**

Number of questionnaires sent out: 300
 Number of questionnaires returned: 37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	21	61	15	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	21	67	3	6	3
The school handles complaints from parents well	3	30	39	9	9
The school gives me a clear understanding of what is taught	20	45	11	21	3
The school keeps me well informed about my child(ren)'s progress	9	45	13	30	3
The school enables my child(ren) to achieve a good standard of work	15	61	12	12	0
The school encourages children to get involved in more than just their daily lessons	9	15	34	36	6
I am satisfied with the work that my child(ren) is/are expected to do at home	18	52	15	9	6
The school's values and attitudes have a positive effect on my child(ren)	33	61	0	3	3
The school achieves high standards of good behaviour	12	45	22	15	6
My child(ren) like(s) school	55	30	9	6	0

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