

INSPECTION REPORT

WORPLESDON PRIMARY SCHOOL

Worplesdon

LEA area: Surrey

Unique reference number: 125025

Headteacher: Mr Alistair Parsons

Reporting inspector: Mr Fred Riches
23235

Dates of inspection: 26-29 June 2000

Inspection number: 188612

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Envis Way
Fairlands
Worplesdon
Guildford
Surrey

Postcode: GU3 3NL

Telephone number: 01483 232126

Fax number: 01483 232676

Appropriate authority: Governing Body

Name of chair of governors: Mrs Ginny Willis

Date of previous inspection: February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Fred Riches	Registered inspector	Information technology, French, music, English as an additional language.	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Derek Bowers	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
David Cann	Team inspector	Science, design and technology, equal opportunities.	
Stephanie Lacey	Team inspector	English, history, special educational needs.	Pupils' attitudes, values and personal development
Ken Parry	Team inspector	Mathematics, geography, physical education.	How good are the curricular and other opportunities offered to pupils?
Carol Slade	Team inspector	Areas of learning for children under five, religious education, art.	

The inspection contractor was:

Primary Focus

34 Duns Tew
Near Bicester
Oxfordshire
OX6 4JS

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worplesdon is a community primary school with 345 boys and girls on roll aged four to eleven. It serves the village of Worplesdon and surrounding area. The school is fully subscribed. The planned number of pupils per year group has recently risen from 45 to 60. The number on roll is set to increase until the school has two classes for every year group. Children start school in the September or January of the year in which they have their fifth birthday. At the time of the inspection, 12 pupils were not yet five. Children starting school bring a wide range of knowledge, skills and social development. Their attainment on entry is above average this year, but baseline assessments show that attainment on entry has been in line with the Surrey average in recent years. Almost all pupils are of white European origin. There are currently 20 pupils from traveller families. There are two bilingual pupils, for whom English is an additional language. The proportion of pupils taking free school meals is falling. Currently it stands at two per cent, below the national average. Almost 25 per cent of pupils are on the school's register of special educational need. This is above average. Of these, ten pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

Worplesdon is an effective school. Teaching is good and leadership and management are very good. Together with the rich curriculum offered, these strengths in the school's educational provision result in pupils attaining standards which are above average. Personal and social education are very good. The school provides good value for money.

What the school does well

- Standards in English, especially reading, and in mathematics are good at the end of both key stages.
- Standards in science and information technology are high throughout the school, and art is good at Key Stage 2.
- Good, and often very good teaching, including very effective support from classroom and special needs assistants, ensures that all pupils achieve well.
- A rich curriculum, which ensures that learning is relevant, includes stimulating visits and visitors and a wide range of after-school activities.
- Strong leadership and management by the headteacher, including rigorous monitoring of pupils' progress and the quality of teaching, underpin improvements in provision and standards. The governing body is fully involved in thoughtful strategic planning.
- The school's strong partnership with parents, including the Friends' Association, promotes positive attitudes to school among pupils and the whole community.

What could be improved

The school has no major weaknesses. Minor areas for improvement are listed in the main report. They include the introduction of greater consistency (in the management of discussions, marking, the use of reading diaries, presentation in books and folders); a focus on extended writing; the use of the library; and further development in assessment and sharing targets with parents and pupils.

These areas for improvement may be included in a governors' action plan, but there is no statutory requirement for this, as there are no major weaknesses.

The school's many strengths far outweigh the minor weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in February 1996. The governing body, headteacher and staff have addressed all key issues successfully. Schemes of work are now in place for all subjects. Teachers use assessment information well to set targets for individual pupils and groups. The governing body now plays a positive role in monitoring the school's development and strategic planning. The school has regular health and safety checks and arrangements for collective worship now comply fully with statutory requirements. Teaching has improved and the school has maintained standards in subjects that were already strong. It has raised standards in English and made

big improvements in information technology. The headteacher has built on previous strengths and made a strong impact in the two years since his appointment.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	B	A	B	B
Mathematics	B	B	C	C
Science	A	A	C	C

Key	
Very high	A*
well above average	A
above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

The table shows standards above average in English and average in mathematics and science in 1999, both nationally and when compared with similar schools. Although it shows a dip in mathematics and science, this reflects the results of just a few pupils with special educational needs. These pupils did better in English because of the focused support received in this subject. Overall, the trend in the school's results over the past four years matches the rising national trend. Inspection findings show that pupils of all abilities are achieving well. Attainment in the current Year 6 is above average in English and mathematics and well above average in science. Standards are above average at the end of Key Stage 1 in each of these three core subjects. Within English, pupils' reading is better than their writing throughout the school. Pupils' attainment is well above average throughout the school in information technology. Standards seen in art are also good. In all other National Curriculum subjects, in religious education and in French, standards throughout the school are mainly appropriate for pupils' ages. Children in the reception year are making very good progress in all areas of learning. By age five, almost all are already working at the early levels of the National Curriculum. The school has set appropriately challenging targets for attainment in literacy and numeracy by the end of Key Stage 2 in 2000 and 2001 and is set to meet these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and work hard in most lessons throughout the school. In a few, pupils are less attentive.
Behaviour, in and out of classrooms	Pupils behave well, for the most part, in lessons, in assemblies and at break times.
Personal development and relationships	Pupils of all ages take on responsibilities to help with the smooth running of the school. They get on well with their friends and staff and are polite and friendly to visitors.
Attendance	Satisfactory; a little below the national average due to poor attendance by a very small number of pupils.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is good or better in two thirds of lessons, including one in three of very high quality. Teaching in the remaining lessons is almost entirely satisfactory. Particular strengths include teachers' planning, preparation and their knowledge of the pupils. Teachers brief support staff very well, so that they make a very positive contribution to the pupils they assist. Organisational methods are well chosen to fit the different purposes of lessons. In some of the best, teachers' energy and imagination capture pupils' enthusiasm; in others, their warmth and sensitivity involve the class in careful reflective thought and comment. The teaching of literacy and numeracy is good and has a positive impact on pupils' learning. Teaching in information technology and design and technology throughout the school, and in art at Key Stage 2, is consistently good. The quality of class discussions is occasionally excellent, but teachers' expectations are not consistent throughout the school. Inconsistency also shows in marking, the use of reading diaries and pupils' care of their books and folders. In the main, however, pupils put considerable effort into their learning and make good progress because teachers catch and maintain their interest by using their voices expressively to instruct, question and challenge. Teachers' and assistants' very good knowledge of pupils' interests and abilities results in good teaching for pupils with special educational needs, travellers who return to the school after a spell away, pupils from bilingual homes, and gifted individuals or those who have particular talents. The overall very good teaching of children under five is due to the warm relationships, imaginatively planned, purposeful activities and the strong partnership between teaching and support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and rich. It is very well planned and encourages positive attitudes to school. The staff provide a very good range of extra-curricular activities. Interesting visitors and visits make a valuable contribution to pupils' learning.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. The special needs team are committed and experienced. They offer well-matched support.
Provision for pupils with English as an additional language	The school recognises the bilingual skills of the very small number of pupils for whom English is an additional language. They receive very good encouragement from their class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; particular strength in provision for social development and citizenship, through the school council. Strong cultural tradition in music and art being promoted through the establishment of a performing arts centre.
How well the school cares for its pupils	Very good welfare and guidance. Teachers know pupils and care for them very well. Regular health and safety checks and clear child protection procedures. Assessment procedures are good and the school has begun to use the information well to set targets.

The partnership between school and parents is a further strength. The school provides very good information and parents provide very good support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Rigorous monitoring procedures ensure a good check on standards and the quality of teaching. The senior management team has been recently restructured to strengthen these procedures at each key stage. The headteacher's consultative approach has led to a very positive ethos and sense of teamwork among all staff.
How well the governors fulfil their responsibilities	Very well. The chair gives a strong lead to a very supportive governing body. Governors are fully involved in strategic planning and play an active and positive role in monitoring standards and provision.
The school's evaluation of its performance	Review and planning procedures ensure full involvement of all staff and governors. The school has a very clear picture of its strengths and has identified appropriate priorities for development.
The strategic use of resources	Financial planning is very good. The headteacher and governors look to apply the principles of best value in their decisions on staffing and other expenditure and review the success of these in the light of pupils' achievements.

Staffing levels and learning resources are good. The school's accommodation, facilities and grounds are well maintained and of very good quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents and carers returned 145 of the questionnaires sent out and 30 attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • The school expects children to do their best and they are making good progress. • Leadership and management and the quality of teaching are good. • Staff are approachable. • The school is helping children to become mature and responsible. • Behaviour is good. 	<ul style="list-style-type: none"> • 21 per cent feel the school does not provide an interesting range of activities outside lessons. • 19 per cent feel they are not well informed about how their children are getting on. • 13 per cent feel the school does not work closely with parents. • 10 per cent feel their children do not get the right amount of work to do at home.

The inspection team confirms the positive views expressed by parents both through questionnaires and at the meeting, which was entirely positive.

The replies suggesting the school does not provide many interesting activities outside lessons were almost entirely from parents of the children under five, who do not have access to the wide range of after-school pursuits organised by staff and supported by parents. The inspection finds that additional activities, such as lunchtime and after-school clubs, opportunities for children to participate in cultural and sporting events and educational visits are a major strength of the school's provision. Similarly, the inspection finds no foundation in the minority view expressed that parents are not well informed about their children's progress. Annual pupil reports are very thoroughly written and give a clear picture of children's attainment. Formal parent-teacher consultations are complemented by the teachers' readiness to talk to parents informally when approached. Another strength of the school's management is the consultative approach of the headteacher. The home-school agreement and homework policy both involved parents fully. The inspection again agrees with the large majority of parents, who find that current arrangements promote positive partnership and that the amount and range of homework set for children of different ages is supporting pupils' learning successfully. Just occasionally, a teachers sets

homework on a different day to the schedule, which leads to confusion.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards in the current year for pupils due to transfer to secondary school are better than last year in English, mathematics and science. Standards are also high in information technology. Overall, the school has raised standards in recent years. They are higher than at the time of the last inspection. Pupils are achieving well because the curriculum is rich and interesting and because teaching is often stimulating.

2 Children starting school at age four show a wide range of skills, knowledge, understanding and social development. Most have experienced a pre-school or nursery setting and attainment on entry is above average overall. Children make good progress during their first year at school and by the time they are five, almost all have achieved the desirable learning outcomes for this age in language and literacy, mathematics, knowledge and understanding of the world, and in their personal and social, creative and physical development.

3 In 1999, pupils' attainment in national assessments at the end of Key Stage 1 was above average in reading, writing and mathematics and well above average in science. A high proportion of pupils did very well in their reading, with 40 per cent attaining beyond the national standard for seven-year-olds. Otherwise, the proportion of higher attainers was close to the national average. The school's performance in reading and writing was much the same as that of similar schools. Standards in English, mathematics and science are all above average in the current year. Pupils are making at least satisfactory progress through Key Stage 1 in these three subjects.

4 Results of statutory Key Stage 2 tests in 1999 show pupils' attainment to be above average in English and average in mathematics and science, both nationally and when compared with similar schools. Standards are higher in Year 6 towards the end of the current year. They are above average in English, with reading better than writing, above average in mathematics, and well above average in science.

5 The school has raised standards in these three subjects in line with the national trend over the past four years. The slight dip in standards in mathematics and science in 1999 is mainly related to the higher proportion of pupils with special educational needs in that year group. Standards in English were better because of the high level of extra support given in reading. In common with the national picture, pupils' reading is stronger than their writing throughout the school. Most pupils read expressively by the end of Key Stage 1 and by the end of Key Stage 2 they speak thoughtfully about authors, characters and plot. Their library and research skills are not well developed, however. Several samples of writing show powerful expression, including the 'Key to the Kingdom' writing in a Year 5/6 class. Pupils' handwriting and spelling is mainly good, but many find difficulty composing and completing reports or stories within a limited time. Pupils' knowledge of multiplication tables and number bonds is very good throughout the school, encouraged by the school's certificate system. Pupils also show good mental agility and a developing ability to express their mathematical strategies, as teachers offer regular opportunities in numeracy lessons. Data handling skills are being developed well in information technology, but in mathematics, there are signs of pupils repeating similar learning, rather than developing their knowledge of graphical representation. Pupils make very good use of the school grounds and a local agricultural college in their science studies. They show very good application in their experimental and investigative work, recording predictions and results of tests with increasing precision as they move through the school. Last year, the school identified a need to revise Year 6 pupils' knowledge

in science. This has been addressed and the curriculum adaptation has had a positive impact on pupils' attainment in the current year.

6 The school has set appropriately challenging targets, agreed with the local education authority, for pupils' attainment in literacy and numeracy by the end of Key Stage 2, both for the current year and the coming academic year. As a result of its increasingly rigorous tracking procedures, teachers' assessments and predictions are becoming more accurate. The school is set to achieve its targets.

7 Standards in information technology have improved considerably since the last inspection. They are well above average at the end of both key stages and a number of pupils in Years 3 and 4 show very high levels of attainment. This is a result of the school's sharp focus on this subject, which has resulted in the provision of high quality resources, an exemplary scheme of work and excellent staff training, led by the co-ordinator. These in turn have promoted teaching and learning of very good quality.

8 Art is the other subject that stands out as a strength. Standards seen at both key stages are good. They are also good in design and technology at Key Stage 1. The school has a strong tradition of good art and technology teaching, which is resulting in the high quality being maintained in these subjects.

9 Standards in all other subjects are broadly average. These include geography and history at both key stages, where the best work stems from field trips and environmental studies. Knowledge and skills in map work are particularly strong. Standards seen in music and in various aspects of physical education are also mainly average, but in both subjects there are strong features. For example, swimming standards are good in Years 3 and 4 and country dancing in Years 1 and 2. Extra-curricular events and concerts offer good opportunities for many pupils to perform music at Key Stage 2. Standards seen in design and technology at Key Stage 2 and in conversational French, which the school offers to pupils in Years 5 and 6, are also broadly satisfactory.

10 Standards in religious education meet the requirements of the local Agreed Syllabus at the end of both key stages. Again, in a few lessons, standards are higher, with pupils in an upper Key Stage 2 lesson showing a particularly sensitive understanding of the nature of prayer during a class discussion.

11 Pupils with special educational needs make very good progress in the reception year and good progress in Key Stages 1 and 2. Many have extra help with literacy and numeracy and achieve well with focused support. Most make good progress towards the targets on their individual education plans.

12 The very small number of pupils for whom English is an additional language are bilingual and achieving very well. Teachers support them positively. Pupils who are gifted or who have particular talents also achieve well, because the school recognises their abilities and creates challenging opportunities for them. One example of this is the series of mathematics certificates, which allows younger Key Stage 2 pupils the opportunity to tackle tasks mainly accomplished by much older pupils. Setting arrangements at Key Stage 2 for literacy and numeracy also enable higher attainers to do well. There are no significant differences between boys' and girls' attainment.

Pupils' attitudes, values and personal development

13 The positive picture highlighted by the last inspection has been maintained. Pupils enjoy school. Their attitudes to school and behaviour are good overall. Pupils form very good relationships with their friends and staff. They show initiative and take on increasing responsibility as they become older.

14 Children under five settle into school quickly because the well-established routines give them confidence. They are very polite to each other, passing fruit around a circle for their morning snack and learning to say 'thank you', for example. They change independently for physical education activities. They show good concentration, in groups and when working independently. They follow instructions and also learn to make choices. They enjoy the responsibility of tidying up and taking turns to deliver the register to the office. Their enthusiasm for learning is apparent in pursuits such as the drama lesson observed, where all children were engrossed in role-play.

15 As they move into Key Stage 1, most pupils are very positive about all aspects of school life. This enthusiasm remains with them for the remainder of their time at Worplesdon. In lessons, most pupils are interested in their work. They listen carefully to their teachers, are keen to answer questions and work hard at the tasks set. In a Year 1 literacy session, for example, pupils writing their own poems achieved very well because of their clear interest in what they were doing. In a few classes a small minority of pupils were less attentive in the lessons seen. This was directly linked to the management skills of the teacher. Pupils are generally keen to do well. Most undertake homework conscientiously, for example. They enjoy the activities provided for them outside school hours and older pupils are particularly positive about their recent residential trip to the Isle of Wight.

16 Most pupils behave well in lessons and assemblies, at lunchtimes and playtimes. In lessons they quickly respond to teachers' requests and do as they are asked in a responsible and sensible manner. Pupils' behaviour in assembly is often very good and they are particularly attentive at these times. In a Key Stage 1 assembly, for example, pupils listened very carefully to a story about a 'mean cockerel' and contributed thoughtfully to the discussion at the end. Their responses showed a good understanding of the moral dimension to human behaviour. At playtimes and lunchtimes pupils are also very sensible. They are polite and friendly in the dining hall and eat their food sensibly. They play well together on the playground and the field. There were no incidents of bullying or aggressive behaviour noted during the inspection.

17 A few pupils are on the school's register of special educational need because they have behavioural or emotional difficulties. They have responded well to the school's strategies for support and are making at least satisfactory progress in this area. Last year there was one, appropriate fixed-term exclusion for bad behaviour.

18 Pupils form very good relationships with each other and although they have their own particular friends, most pupils mix well with all their classmates. In lessons pupils are often expected to work together and they manage this well. They frequently work in pairs on computers, for example, and at these times take turns and help each other sensibly. During the inspection pupils often worked in pairs or small groups to discuss ideas or record work. On one or two occasions, the noise level was a little too loud for good concentration but, for the most part, they managed this successfully, respecting each other's point of view.

19 Pupils also like and respect their teachers. They are generally polite and helpful to all adults, holding doors open, for example, and greeting people with a friendly word. Pupils are expected to take on some responsibility and most respond well to these opportunities. These

include taking the register to the office and being responsible for the management of classroom resources. Older pupils undertake other tasks, such as organising the music in assembly and helping with the younger ones at wet playtimes. Classes elect pupils to be members of the School Council. These pupils undertake their duties conscientiously and make thoughtful, informed suggestions about how to improve the school, which in turn are taken seriously by staff and governors.

20 The level of attendance is satisfactory and there are very few unauthorised absences. Absences have increased since the previous inspection but this is due to the poor attendance of a small number of children. Attendance has started to rise again this year. Pupils enjoy coming to school and their punctuality for registration and lessons is good.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching is good overall. It is one of the school's main strengths. It was satisfactory or better in all but one of the lessons observed. A third of the teaching is very good or excellent. A further third is good and the rest almost entirely satisfactory. Teaching throughout the school has improved since the last inspection. The teaching of children under five is particularly strong, with eight out of ten lessons of very high quality. In lessons observed at Key Stages 1 and 2, much of the strongest teaching was in English, mathematics and information technology. Three outstanding lessons were observed, one in drama, one in country dancing and one in religious education. Teaching in art at Key Stage 2 is also of very good quality.

22 Teachers' planning and preparation are consistent strengths in all lessons. All class teachers know their pupils well, assess their day-to-day work closely and keep assessment files that show their progress in English and mathematics throughout the school. When teachers have support staff allocated to their lessons, especially in literacy and numeracy lessons and in most reception class lessons, they deploy these staff very well. The support staff make a very positive contribution to the teaching in these lessons, particularly to the learning of pupils with special educational needs. They are clearly very well briefed and understand both the purpose and the nature of the activity. They engage pupils in expressing their understanding by questioning and by clarifying that pupils understand the tasks set.

23 Teachers choose their organisational methods very well to fit the purpose of the lesson. For example, one teacher selected a pupil with a known talent in drama to demonstrate a series of imaginative role-play activities, while she directed and corrected the series of activities through her accompanying commentary. This pupil's alertness and readiness to react positively, with humour and enjoyment, to the teacher's comments led the rest of the class to participate in a highly successful imaginative drama lesson. This lesson was one of many where teachers made expressive use of their voices to gain and maintain pupils' involvement. Teachers' energy and imagination are characteristics in several of the best lessons observed. These included one where pupils in Year 1 showed extremely high dancing skills for their age, performing a well-remembered sequence of steps and turns with poise and a very good sense of rhythm. In another outstanding lesson, it was the teacher's sensitivity and the trusting relationships she had built with the class that encouraged a number of pupils to discuss reflectively their views and experiences in a religious education lesson. By listening attentively and accepting a range of contributions, the teacher created an atmosphere in which every pupil learned much about attitudes to prayer by listening respectfully and with interest to the views expressed by their peers.

24 The teaching of literacy and numeracy is good overall, including much the same proportion of satisfactory, good and very good teaching as in lessons overall. Teachers have

worked hard to implement both national strategies fully, planning lessons according to the prescribed format and usually maintaining a brisk pace in question-and-answer or discussion sessions at the start of the lessons. Teaching of reading and of mental numeracy skills is particularly strong. The school is aware that pupils' writing is not developing as successfully as their reading and the current development plan prioritises the teaching of extended writing as an area for improvement. In a few of the lessons judged satisfactory rather than better, it was the pupils' tendency to answer or comment out of turn that either slowed the pace of learning or showed limitations in some teachers' management strategies. In the large majority of lessons, where teachers' expectations and routines are clearly established, pupils comment one at a time and listen well to each other's and their teacher's comments. In a very good literacy lesson in Year 2, the teacher shared the text she had chosen enthusiastically, involving her pupils in equally enthusiastic participation, but nevertheless offering their views in turn. In this lesson, the teacher also focused pupils' learning very well through the use of target cards, which outlined what they needed to focus on. Overall, literacy and numeracy teaching are having a positive impact on pupils' learning. Teachers ensure that pupils maintain a good focus and pace during the activity sessions by reminding them of the time constraints and requiring a working atmosphere. They have trained pupils well to work independently. In most lessons observed, teachers made good use of the plenary closing sessions to consolidate what pupils had learned by referring back to the purpose outlined at the start of the lesson and involving a number of individuals in reporting to the class. Arrangements for setting at Key Stage 2 are successful, promoting very well targeted teaching for pupils of all abilities. Teachers throughout the school also make good use of other subjects to promote literacy and numeracy skills where possible.

25 Teaching in information technology is particularly strong because a high proportion of teachers have developed a very good knowledge of the subject and the sequence of lessons in each strand of the subject is very well planned. The co-ordinator has created a set of cue cards for each activity and teachers make very good use of these to promote pupils' understanding. Demonstrations by pupils, accompanied by teachers' commentaries, are another valuable feature of the good and very good teaching in this subject. Teaching in design and technology and in art at Key Stage 2 also benefits from individual teachers' gifts, knowledge and enthusiasm. Teaching in most other subjects is satisfactory. The strengths are in planning, the use of interesting activities and the organisation of resources. Again, the most common weakness is in the discussion parts of the lessons. Where teachers handle these effectively, the quality of the whole lesson is raised.

26 Teachers' day-to-day assessment is good. All teachers prompt, encourage and correct pupils sensitively as they circulate during group or individual activities. The assessment comments help focus pupils' minds on the purposes behind the activities, which are usually written clearly on a whiteboard for classroom-based lessons. Marking is regular and clear in most subjects, usually promoting improvement, but there is some inconsistency in English and in different teachers' expectations of the way pupils look after their books and folders. All teachers set an appropriate amount of homework, in line with the school's policy, which has been agreed after consultation with parents and governors. Teachers' use of homework makes a positive contribution to pupils' learning, especially in mathematics and reading. There is, however, another inconsistency in the way teachers use pupils' reading diaries. There is quite a difference between the impressive use of these in Year 2 and the use in Years 3 and 4, where the monitoring of reading at home is not so strong. Handwriting and spelling are taught well throughout the school and all work on display in classrooms is very well presented, setting high standards.

27 In the main, pupils put considerable effort into their learning and achieve well. This is because teachers set appropriately challenging work, engaging all pupils' interest and matching work well to pupils' assessed levels of attainment. Teachers and assistants know

pupils well. They talk about their interests, encouraging Travellers who return to the school after a spell away, for example, and offering very good support to pupils from bilingual homes, recognising their particular gifts. Pupils from Traveller families are given individual assistance as appropriate. Work is provided for them when they are away from school and on their return they are helped to cover areas which they have missed. Teachers identify gifted individuals and those with particular talents and ensure that they set challenging work for them and offer a good range of opportunities to further inspire them, attending music festivals, gaining mathematics certificates and participating in school teams, for example. Teachers provide a high level of encouragement to ensure that all pupils have equal opportunity to participate in lessons and after-school activities.

28 Pupils with special educational needs have full access to the curriculum and participate in extra-curricular activities. Specialist advice and training is given to staff to help them promote the learning of different groups such as those with impaired hearing and sight. Class teachers are sensitive to the needs of pupils with learning difficulties. In literacy and numeracy lessons, work is usually matched well to their attainment level. This enables pupils to make good progress in consolidating their skills and understanding in these areas. In other subjects, pupils work on the same tasks as their peers, with extra support from the teacher. Pupils with more significant problems also have extra support from the special needs teacher and assistant. Some of this is within the classroom setting, usually in the literacy and numeracy hours. On other occasions pupils are withdrawn for special help. The quality of this support is consistently good and sometimes very good. Work is carefully planned and staff take care to ensure that pupils succeed and so build up their self-esteem. In the withdrawal sessions, good use is made of cassette recorders and computers to develop pupils' language and communication skills. Teachers, special needs assistants and the special educational needs co-ordinator work together to draw up pupils' individual education plans. Appropriate targets are set. One area for development is the recording of pupils' achievements in small group sessions, including the additional literacy support sessions, where progress noted does not relate sufficiently to the objectives for the session. Marking of pupils' work in small group support sessions is limited in some year groups. Sometimes there are few, or no written comments on pupils' work, and although they have may had support with the work during the lesson, this is not noted in the book. Overall, however, staff have developed very good relationships with pupils and the ensuing mutual trust provides a very sound foundation for learning.

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

29 The school provides a very good curriculum that successfully promotes pupils' intellectual, physical and personal development. It is very well planned in order to ensure that pupils make good progress as they move through the school, and that they are prepared effectively for secondary school and beyond. It is stimulating and encourages good attitudes to the school and to learning. There is a good balance between the different subjects and teachers carefully exploit the many links that exist between, for example, English and history, mathematics, science and design and technology, and geography and history. At the same time, the school is strongly committed to preserving the essential elements of each of the National Curriculum subjects and the time allocation and provision for each is good. In addition, older pupils benefit from regular French lessons. Religious education is taught according to the locally agreed syllabus. Statutory requirements for collective worship, which were not met at the last inspection, are now fully in place. The school has improved its curriculum and the other opportunities offered since the last inspection.

30 A key issue arising from the last inspection concerned the lack of schemes of work to

guide teachers' planning. The school has made good progress in dealing with this issue and planning is now a strength. Staff have adopted a clear and helpful format for planning and this ensures consistency between classes and teachers. Teachers have worked hard to produce supportive and detailed schemes of work which are firmly rooted in the National Curriculum. They are subject to a process of continuous review and development in order to meet the changing needs of the school and to respond to national initiatives. The national strategies for literacy and numeracy, for example, have been introduced successfully. They have a strong impact not only on the quality of pupils' learning in English and mathematics but also on the extension of their literacy and numeracy skills across the whole curriculum. Teachers' draw their lesson plans effectively from the schemes of work and as a result pupils' learning builds progressively as they move through the school.

31 The curriculum is enhanced and enriched considerably by a good range of educational visits including a very well planned residential experience to the Isle of Wight for older pupils. Teachers also make very good use of the local area to support pupils' learning, for example, through geography fieldwork in Guildford, history walks to explore local housing and regular visits to study seasonal changes in Merrist Wood. Regular visitors to the school include drama groups, music workshop and safety talk presenters. Local residents and the vicar are among representatives of the local community who also make a valued contribution to the life and work of the school. Teachers are to be commended for providing a very good range of extra-curricular clubs and activities. They include sporting and musical activities, gardening and a Christian group. This carefully structured programme of visits, visitors and additional activities makes a significant contribution not only to pupils' learning but also to their personal and social development.

32 The school's homework policy and curriculum newsletters give clear information to parents and ensure positive support for pupils' learning outside the school day. The curriculum offers equal opportunities for boys and girls to participate in all activities and the school's planning systems give particularly good support to travellers, to ensure that they have full access to the curriculum, especially after a period of absence.

33 The school's links with partner institutions are not as strong as they have been, because school re-organisation in the Guildford area has resulted in a series of changes which temporarily affect liaison. Nevertheless, the school's links with local pre-school and nursery establishments and with secondary schools are adequate and ensure smooth admission and transition of pupils.

34 The curriculum for pupils with special educational needs is carefully planned and this is a key factor in the good progress that they make. Within class, pupils work on similar tasks to their peers, often with extra help. Some, with more significant difficulties, are withdrawn for special help relating to their particular needs. Some pupils have special movement sessions, for example, to help them to improve their co-ordination skills. Others have regular circle time sessions to help them with their social and emotional problems. Many have particular help with language and communication skills. In order to support pupils in Year 3, the school has also adopted the 'additional literacy support' programme. Pupils' individual education plans are used well to plan appropriate work. Staff are seeking to improve these by applying the targets more systematically. Records are kept on the computer and the school is set to purchase an individual education plan programme to support staff in their planning.

35 The school's arrangements for personal, social and health education are good. Suitable provision in relation to the age of pupils is made for sex education and for drugs awareness teaching. Provision for pupils' spiritual, moral, social and cultural development is good overall and there have been improvements in some of these aspects since the previous inspection.

36 The school's provision for pupils' spiritual development is good. The aims of the school express a strongly caring philosophy. The daily acts of worship meet statutory requirements and promote the spiritual development of pupils well. Some subject policies such as music, art and religious education overtly recognise their contribution to pupils' spiritual development. Teachers foster good relationships with their pupils. They raise pupils' self-esteem and self-confidence by celebrating their achievements during lessons, by displaying work attractively in classrooms and corridors and by generally making lessons enjoyable. Through the school's personal, health and social education provision and through religious education pupils are able to reflect on their feelings and experiences. A Year 1 class sensitively discusses a story with the underlying theme of friendship and pupils recognise their own needs. A visiting speaker in assembly excitingly recounts a true sporting story for pupils of how determination triumphed over disaster. Pupils in Year 6 feel sufficiently secure and confident to share their experiences of prayer with their peers.

37 Pupils generally have a clear understanding of right and wrong and the provision for moral education is good. Teachers usually have high expectations of behaviour, to which pupils aspire. Some classes have their own rules for behaviour, but this is not a consistent practice. Whole school rules decided by pupils in the school council are currently being devised. Parents are asked to signify their agreement to the school's code of conduct, which is unequivocal in its stance towards any forms of bullying. The religious education curriculum also makes a good contribution to moral development, as pupils explore the rules and customs that mark the distinctive nature of world faiths.

38 The provision for social development is very good. Teachers are positive role models for caring relationships and supportive team working. In lessons, good standards of speaking and listening and co-operative working help to develop mutual understanding and respect for individual opinions and feelings. Plenary sessions are a focal point where learning is celebrated daily within classes. Teachers expect all pupils to be involved keeping their classrooms tidy and well organised. Year 6 pupils are responsible for managing the audio-visual aids in assembly. The school council makes a major contribution to the school's social provision. All classes are represented. They recently decided to negotiate for improvements in play provision in the playground area. These changes are now being implemented. Currently, on their own initiative, they are responsibly deciding on a set of school rules. Social provision is enriched by a wide variety of after-school club activities, mostly available for older pupils. These include a number of sports and a variety of music activities, such as band and choir. Pupils from Years 5 and 6 have attended a citizenship course run by the local emergency services.

39 Cultural provision is good. Pupils regularly visit venues of cultural interest in the region. These include museums and the local cathedral. Classes have also made visits this year to the Millennium Dome and to a science lecture in London. Year 6 visited Queen Victoria's home, Osborne House, during their residential stay on the Isle of Wight and experienced the complications of dressing as a Victorian child. Members of the community also enrich the school's cultural provision through visits. Musicians from the peripatetic service present workshops and demonstration performances. Drama groups visit the school to provide challenging, meaningful, dramatic scenarios on drugs and bullying, as well as on the environment. Beautifully displayed around the school are many lively paintings produced by local artists, some of whom have very close connections with the school. Satisfactory multicultural provision largely centres on the religious education curriculum, but the school also has the makings of a good collection of secular artefacts from other cultures. The school successfully involves families from local fairground cultures, recognising and celebrating their festival events, such as the annual Appleby Fair. Traveller pupils keep very informative written and photographic records of their journeys and the events they have attended, which they share with others. Such is the importance to the school of its cultural

provision that the governing body has embarked on fundraising to establish a performing arts centre on the school site.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40 The school's provision for the welfare, health and safety of the pupils is very good and has been maintained and developed well since the last inspection. The teachers are warm, approachable and friendly and they know and care for the pupils very well. The closely-knit local community and long-term associations with families often result in teachers knowing the wider relationships and backgrounds of the children. Teachers monitor pupils' personal development very well.

41 The school has addressed fully the issue from the previous inspection of structuring its health and safety risk assessments. It commissioned a thorough audit by health and safety specialists and used this to refine and formalise its own very good procedures. There are regular health, safety and security surveys and the findings are recorded and reported to the governing body. Staff are briefed well and are encouraged to be active in identifying potential hazards in classrooms and around the school.

42 Good child protection procedures are in place and all staff are familiar with these. These are included in the teachers' manuals and the details are discussed with all new members of staff.

43 Clear guidance is given to all staff on managing sickness, accidents and medicines. The two members of the administrative staff are fully trained in first aid and at least one is available throughout the day. There are very good routines for lunches and supervision of the play areas and additional, local first aid facilities are available when pupils are on the school field.

44 The good anti-bullying policy is shared with parents and pupils and there is very good consistency of practice. Staff and parents are kept informed of any significant incidents. The staff act quickly if there are any reports by parents or pupils of harassment. All registers are marked properly and promptly by teachers with clearly-established routines to monitor absences and late arrivals. There is close monitoring of absences by the administrative and teaching staff. When the need arises the school receives active support from the educational welfare officer and travellers' support teacher, who visit the families of children with poor attendance records.

45 The school identifies pupils with special educational needs early and provides good levels of support for them. There are good links with outside agencies, such as the educational psychologist. Advisory teachers provide particular help for pupils with visual and hearing impairment. The special needs co-ordinator keeps paper records in her room relating to all pupils on the school's register. Pupils' individual education plans are prepared jointly by all staff involved and kept electronically for efficiency and ease of access.

46 The school assesses the needs of pupils with learning, physical and emotional difficulties well. Pupils' progress towards the targets on their individual education plans is regularly reviewed and all statutory requirements in relation to the reviews of pupils with statements of special educational need are met. The school is aware that there are more boys than girls on the special educational needs register, but has not undertaken any detailed analysis to investigate the reasons for this.

47 The quality and use of assessment has improved since the last inspection. The school

has schemes of work for all subjects which include clear learning objectives. These are well used by teachers to evaluate the effectiveness of their lessons and to inform their planning of future learning. There are good procedures for monitoring the development of pupils' key skills in literacy and numeracy. Teachers have begun to compose termly targets for pupils, which are shared with them and their parents. The targets identify specific ways in which pupils can improve their skills and help teachers and pupils to measure their progress. Currently, teachers spend considerable time composing the wording of targets. The school has not yet developed an agreed bank of level descriptors from the literacy and numeracy strategies or the National Curriculum in order to make the targeting and tracking process more efficient. In investigative science, the school has recently introduced guidance which has helped to raise teachers' expectations and pupils' attainment. In information and communication technology, teachers have checklists of the skills to be developed and are becoming more confident about using them.

48 The school makes good use of standardised tests and assessments to monitor the progress of groups of pupils. On entry to reception classes, children are tested and staff use the information well to provide a baseline by which to measure their subsequent progress and to guide their early learning. The school administers a range of tests on an annual basis. Results inform teachers how pupils are advancing in reading, spelling and comprehension and how they are progressing in mathematics. The results are measured against both standardised scores and National Curriculum levels. These have been introduced over the past two years and now provide a valuable guide to enable the headteacher and staff to observe the progress of individuals and year groups. Although the tracking information is reported to parents, class teachers have not yet exploited this fully to make parents and pupils aware of the next steps needed to consolidate or move towards a higher level in English and mathematics.

49 The school has good procedures for maintaining and sharing information. It plans to extend these with computerised record keeping. Currently teachers complete termly records, which include a pupil profile and the scores obtained in standardised tests plus an annual assessment of their attainment in all subjects. These provide a comprehensive picture of pupils' development and enable the school to set realistic targets as to what pupils can attain at the end of Key Stage 2. Staff use the data well to evaluate the effectiveness of teaching and identify pupils who need extra support. The identification of pupils with special educational needs is good and is supported by discussion with the school's special educational needs co-ordinator and the advice of outside agencies where appropriate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50 The partnership with parents is very good and is a considerable strength of the school. Parents are very pleased with their children's progress, particularly in reading, writing and mathematics. They feel that standards have been maintained well since the previous inspection and that there have been significant improvements in information technology. The inspection agrees with the large majority of parents' positive views. The school has worked hard to consult with parents and involve them fully in their children's education and the life of the school. It has further improved its already strong partnership with parents since the last inspection.

51 In their questionnaire replies parents were very positive in most of the areas surveyed. A fifth of the replies tended to disagree with the view that parents are kept well informed about how well their children are getting on. The evidence during the inspection of very good reports and regular meetings with parents strongly contradicted this view. A similar number of parents feel that the school does not provide an interesting range of activities outside of

lessons. Almost all of these parents have children in the reception classes. The evidence during the inspection led to the conclusion that the school provides a very rich variety of extra-curricular activities for all but the very youngest children. The school has sent home questionnaires for the past two years seeking parents' views on information and behaviour. In the most recent survey this term parents were asked to comment on their attitudes to behaviour and whether there might be interest in a course on managing children. The response was very positive.

52 The quality of the general information provided by the school, including the brochure and the governors' annual report for parents, is very good. The fortnightly newsletters are interesting and informative and complement the termly topic details for each year group. Parents feel there has been a significant improvement in the quality and regularity of information in recent years. The staff are very welcoming and parents confidently seek meetings with them before and after school as the need arises. The home-school diaries are used actively by the teachers and most parents to record evaluations and seek further information. The annual pupil reports cover all subjects of the National Curriculum in good detail. Comments are specific to the children and include weaknesses and areas for improvement. In the English and mathematics sections the national test levels and teachers' assessment grades are given on the reports, even for the intermediate years. Clear statements are included on attitudes to others and self and the pupil's approach to learning. Pupils comment each term on their performance and set targets for themselves. From this year the staff will also set targets for all pupils on the reports for the following year and these will be discussed with parents at the consultation evenings. After the initial assessment of the children in the reception classes, the teachers talk to parents about the targets which they will work on together.

53 The school has developed a very good partnership with the parents of Traveller pupils. The teacher for Traveller children is based at the school for part of the week and visits sites regularly. Through training for staff and governors she has deepened everyone's understanding of the various Traveller cultures. Parents of Traveller pupils feel welcome and at ease in the school. One helps regularly in school and a number assist with school events. The school has also worked hard to forge close links with parents of pupils with special educational needs. They are appropriately involved in discussions about their children's progress at formal consultation evenings. On these occasions they have the opportunity to discuss the progress that their children have made towards the targets on their individual education plans. Parents of pupils with statements of special educational need are involved in the annual progress review in line with statutory requirements. The special needs co-ordinator sets aside a time each week, in order that parents can come into discuss their child's progress on an informal basis.

54 Most parents work regularly with their children at home, particularly giving support for their reading and topic work. The school sends home clear briefing information on reading support and on appropriate technical language in mathematics. During the recent week set aside for improving skills in mental mathematics, the school provided well-structured activities for parents to work with their children at home.

55 A considerable number of activities involve parents supporting their children either in school activities or at home and all of these make a positive contribution to pupils' learning. Many parents help regularly in a wide variety of activities in lessons and assemblies and on visits. They help with listening to readers, information technology, preparations for swimming, science weeks and after-school clubs. One parent plays the piano in assemblies and for concerts. Each Monday there is a parents' workshop, where general help is given in preparing materials and resources, sorting and filing. The home-school agreement enjoys wide acceptance by parents. The homework policy is clear, although in some classes the

homework is not always set on the same day. The active Friends' Association works very closely in partnership with staff and governors. The Association makes valuable contributions to the life and development of the school through regular substantial fund-raising and well supported social events. It has recently set a target to raise £10,000 towards the development of a performing arts centre and has already made rapid progress in this venture.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56 The headteacher has been in post for two years and is providing very effective leadership and management. He plays a pivotal role in a highly consultative style. Alongside rigorous monitoring of teaching by headteacher and deputy, there is a sense of pastoral care for all staff and pupils. The effect of the leadership style has been to create a very positive sense of teamwork among all teaching, classroom support, administrative, caretaking, cleaning and supervisory staff. Many governors are welcome and regular visitors to the school. They too play a full part in monitoring the implementation of agreed procedures and in the review and development of policies. Overall the school has a very positive ethos, which is clearly focused on providing rich experiences for all pupils and on raising standards through focused monitoring. The quality of leadership and management, already good at the time of the last inspection, has improved still further.

57 The school has a clear educational direction and this is set by the senior management team and governing body, working closely together. Over recent years, the school has seen a number of changes and the governing body has needed to be imaginative and far-sighted in its planning. Strategic thinking has not always found its way through to a clearly recorded vision in a long-term plan, but the process of consultation, with the local education authority, for instance, over the increase in pupil numbers and the planning for building alterations, shows careful strategic thinking and planning behind the school's annual financial commitments. Further evidence of the school's thoughtful approach is in the recent re-organisation of the management structure. The headteacher and deputy reviewed current structures and talked through options with the governing body, before agreeing proposals which were put to staff. As a result, the school has created key stage co-ordinator posts, offering further management responsibility for two current members of staff.

58 The school development plan shows that all teaching staff and governors participate in a reflective process, which results in the school knowing its strengths and recognising areas that need attention. One good example of the school recognising a difficulty and acting on it is the reaction to slightly disappointing science results at Key Stage 2 in 1999. The school decided to teach Year 6 pupils separately for a term after Christmas, in order to revise pupils' knowledge of science and this has resulted in a much higher percentage of pupils in the current year reaching the standard expected for eleven-year-olds. In the current year's plan, the school has rightly emphasised the need to address writing as the weakest element of its current English provision.

59 Co-ordinators show a very good knowledge of what needs developing in their own subjects, especially those with responsibility for English, mathematics and information technology. Their thoughtful reviews of the current position in their subject offer the school a clear basis for action. The headteacher conducts annual reviews with all staff and has created several opportunities for co-ordinators to receive training in management skills as a central element of their professional development. The headteacher and deputy monitor the quality of teaching, planning and pupils' work. Additionally, subject co-ordinators monitor the provision, coverage and standards in their allotted subjects. The school's systems are extremely thorough and are proving effective in raising staff awareness and focusing on the

direct links between the quality of school's educational provision and the standards achieved by pupils.

60 The governing body plays a supportive and very effective role in monitoring the quality of the school's provision and standards, in financial planning, and in setting a long-term vision for the school. It meets all statutory requirements. The chair gives a strong lead and is well supported by committee chairs. Each governor has the responsibility for discovering about the provision and standards in a particular subject and a number play particularly significant roles in monitoring finance, special educational needs, health and safety and the curriculum. Governors, staff and the Friends Association are working together on the school's major current initiative, to develop a performing arts centre during the process of introducing two-form year groups throughout the school. The governing body is giving careful thought to a number of imaginative proposals, developed by the headteacher after consultation, which will improve classroom, library and staffroom areas. Monitoring and strategic planning by the governing body constituted a key issue in the last inspection report. They have now become positive aspects of the school's leadership and management.

61 The school has a strong commitment to providing equal opportunities for all pupils and does so very effectively. The teacher with responsibility for Traveller education has provided excellent training for staff and governors, to ensure understanding of the variety of cultural patterns of the various Traveller groups represented in the school. Through her knowledgeable and sensitive leadership, she has enabled the school to forge very positive relationships with traveller pupils and their families.

62 The work with pupils who have special educational needs is managed well. The special needs co-ordinator is a warm and positive person, who encourages both staff and pupils with her understanding and purposeful manner. She has a firm grip on pupils' needs and their progress, and records are maintained conscientiously. A recent policy provides a clear outline of the school's work in this area, but does not contain all the information required under the current code of practice. Similarly, the annual governors' report to parents contains insufficient detail. Mention of the school's provision for disabled pupils, for example, is missing. The special needs governor is enthusiastic and committed. She works in the school and has a good understanding of both provision and pupils' progress.

63 The good special educational needs provision noted by the last inspection has been maintained and developed well. The experienced and suitably qualified special needs assistants are deployed effectively to provide good support for pupils and the school meets the needs of most pupils well. Sometimes, in spite of the school's good efforts, pupils do not receive the amount of support needed to ensure that they make progress. In one class, for example, a pupil with significant hearing impairment receives support from a signer only in morning sessions. In the afternoons she is not able to understand all that is being taught to the class. An improvement since the last inspection is the development of a designated special educational needs room to provide a quiet place for work with individuals and small groups. It is also efficiently used as a base for the special educational need resources and as a meeting room with parents.

64 The school is very well staffed with an appropriate range of experienced and qualified teaching and non-teaching staff. They are a committed and hard-working team who offer strong support to one another. There are co-ordinators for all subjects who carry out their responsibilities effectively. Support staff are well trained and deployed to provide a high level of support for pupils with special educational needs. Administrative and caretaking staff see to the day-to-day running of the school very efficiently. The school gives new staff clear guidance on its policies and practices which are outlined in the class manual. It provides newly qualified teachers with a mentor and an appropriate level of support in their first year.

All staff are invited to regular interviews either with the headteacher or members of the senior management team, in which their professional development is discussed. Their training needs and future targets are identified and the information used to establish whole school training requirements. The quality of professional discussion and reviews is good. The school has established sound procedures by which to evaluate its performance and organise its training programme for all staff. The school has improved on the good staffing provision noted at the last inspection.

65 The attractive accommodation provides a stimulating learning environment both inside and outside and has been improved since the last inspection. Classrooms are well managed to provide space for pupils to sit and work, as well as areas for information and communication technology and display. There are well-used specialist areas such as the music and special educational needs rooms. The school has a spacious hall, used for physical education, assemblies and mealtimes, as well as an outdoor swimming pool. Outside facilities are good for children under five, where an appropriate range of equipment is available for them in a well-sited area. The facilities for outdoor physical education are also good with well-maintained, hard and grass playing surfaces, which are well used for teaching and recreation. There are also two very well managed natural areas in which pupils can extend their learning by observing plants, small animals and insects. The accommodation and grounds are clean and well maintained.

66 Learning resources are good overall and have been improved since the last inspection. The school has improved the quality of resourcing for information and communication technology, which is well used to develop pupils' skills and is beginning to support learning across the whole curriculum. The materials available for children under five, both indoor and outdoor, are very good and stimulate their interest and progress. There is a wide range of fiction and non-fiction books, attractively displayed in the library areas. Pupils have access to these, but the library is currently under-used and reference books are not always easily available to support pupils' learning in classes. Resources for physical education and music are good and the school has good procedures for reviewing and improving resources across the curriculum.

67 The school has continued to develop its effective financial planning and control since the last inspection. There is wide consultation on planning priorities, with all of the governors' committees contributing actively to the decisions on priorities for the annual development plan. Very good financial planning over many years has steered the school effectively through a period of expansion. The consequent requirements for increases in staff numbers and classroom and shared accommodation have been met within the annual income. The school has a relatively small reserve but contingencies such as staff absences are covered by wisely selected service contracts. Subject co-ordinators are becoming more actively involved in planning and managing their resources. There is an effective partnership and wide consultation with parents who make substantial contributions to the school development. For example, the Friends' Association has undertaken to raise £10,000 towards the cost of a new performing arts centre, to replace the art and music rooms, which are being converted into classrooms.

68 The governing body and headteacher apply the principles of best value very well in their decision-making about staffing, training, accommodation and resources. Senior staff and governors use comparative data from the local authority to check their expenditure on key areas. In most areas the school's costs are lower than the county average while maintaining good levels of services. The relatively high expenditure on support staff has been targeted on raising standards. The governors and senior staff monitor spending decisions actively and their confidence in the effectiveness of the deployment of support staff is borne out by the results at Key Stage 1. Service agreements are monitored closely and the school benefits

from the maintenance contracts offered by the local authority. For buildings developments this ensures good competition through the well-established tendering arrangements.

69 Financial controls are very good. The administrative staff are very competent, conscientious and effective. For example, the finance administrator gives very good support in budget preparation and monitoring and attends all committee meetings. The records are in good order and all procedures are followed properly. The main account has not been audited in recent years but the school fund is audited each year. The administration is efficient and the staff give very good support to the teachers, governors, pupils and parents. Full records are kept of expenditure on special educational needs and staff development. The income, including specific grants, is used for the intended purposes. Staff, accommodation and learning resources are deployed efficiently.

70 The socio-economic circumstances of the pupils are above average and their attainment on entry has usually been in line with the national average. Taking these factors with the average costs per pupil and the good teaching, learning, levels of attainment, progress and response, the school is giving good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71 The school has no major weaknesses. There is therefore no statutory obligation for the school to produce an action plan. The governing body, headteacher and staff with management responsibilities may wish to include in their school improvement plan some or all of the following minor areas for development.

English-related areas:

Further improve standards in writing, as proposed in the school development plan, especially for higher attainers at Key Stage 1, by developing pupils' planning and organisation skills in their extended writing; (See paragraphs 15, 24, 58, 93, 96)

Improve pupils' use of the library and develop their research skills; (See paragraphs 66, 95)

Agree marking systems in English and for small special educational needs group activities, including additional literacy support; (See paragraph 26, 28, 97, 98)

Consistency:

Improve teachers' behaviour management in a few classes to improve the quality of class discussions; (See paragraphs 15, 24, 25, 37, 94, 105, 127, 138, 144, 157)

Ensure that all teachers make consistent, agreed use of reading diaries, in order to monitor pupils' progress in reading more effectively; (See paragraphs 26, 95, 98)

Agree staff expectations about the way pupils' books, papers and folders are kept in order to improve the presentation of work to match the high standards found in some classes; (See paragraphs 26, 96)

Assessment and target setting:

Build on the much improved assessment and tracking information by involving pupils and parents more fully in setting and reviewing individual targets in English and mathematics, so that they know how to consolidate or move towards the next level; (See paragraphs 47, 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	29	32	34	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	345
Number of full-time pupils eligible for free school meals	7
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	85
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	24
	Girls	17	17	19
	Total	41	42	43
Percentage of pupils at NC level 2 or above	School	91 (87)	93 (96)	96 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	26
	Girls	17	17	18
	Total	42	41	44
Percentage of pupils at NC level 2 or above	School	93 (91)	91 (94)	98 (94)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	21	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	25
	Girls	16	14	16
	Total	38	36	41
Percentage of pupils at NC level 4 or above	School	79 (86)	73 (65)	84 (84)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	20	22
	Girls	15	16	17
	Total	29	36	39
Percentage of pupils at NC level 4 or above	School	59 (77)	73 (81)	80 (84)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	285
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	25.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	159

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	605984
Total expenditure	597194
Expenditure per pupil	1838
Balance brought forward from previous year	710
Balance carried forward to next year	9500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	145

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	1	1
My child is making good progress in school.	54	41	4	0	1
Behaviour in the school is good.	32	61	0	0	7
My child gets the right amount of work to do at home.	26	63	10	0	1
The teaching is good.	52	42	5	0	1
I am kept well informed about how my child is getting on.	30	49	17	2	2
I would feel comfortable about approaching the school with questions or a problem.	61	32	2	3	2
The school expects my child to work hard and achieve his or her best.	50	46	2	0	2
The school works closely with parents.	41	42	10	3	4
The school is well led and managed.	64	33	2	0	1
The school is helping my child become mature and responsible.	46	48	2	0	4
The school provides an interesting range of activities outside lessons.	19	44	17	4	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72 At the time of the previous inspection standards of attainment for children reaching the age of five were satisfactory and sometimes good. Children's social skills were good. They were competent listeners and speakers and made sound progress in early reading and writing. Their knowledge, skills and understanding in all other areas of learning were appropriate for their age. Standards at age five in the current year are well above average in all six areas of learning. Pupils of all abilities have been making good progress in their learning since they started school. Current standards show good improvement since the last inspection.

73 There has also been significant improvement in the quality of provision for children under five since 1995. All aspects of children's attainment in the reception year are now very high, laying strong foundations for their later learning. At present there is a total of 60 children in two reception classes. At the time of the inspection 12 children were still under the age of five. Most pupils entering the reception classes have experienced some previous nursery provision. Whilst prior attainment for this year's intake is above average, baseline assessments for previous years show a picture of average attainment on entry in comparison with other Surrey schools.

74 The school's flexible policy towards admissions ensures a smooth transition to school and successfully accommodates individual children's needs. Full-time or part-time places are available in September for children aged four and entry in the autumn term is based on their readiness and maturity. These issues are discussed with parents during home visits. A very successful relationship is forged in reception between home and school. Parents regularly provide well-planned help in the reception classes.

75 Staff put the baseline assessment information to very good use. They share with parents the individual printed line graphs of each child's development profile and agree targets for learning with them. Samples of work and half-termly reviews subsequently form the basis for thorough, manageable assessment. Teachers use the information gathered effectively in their planning. Procedures ensure that all pupils, including those with special educational needs, make very good progress.

76 Planning of a detailed rolling curriculum programme for the reception year is nearing completion. It carefully dovetails planning for the desirable learning outcomes and the National Curriculum, meeting the needs of all children in the reception year, whatever their age and level of attainment. All children in the reception year receive very good teaching of basic skills through the daily provision of the national literacy and numeracy strategies. Teachers have high expectations of their pupils' learning and standards of behaviour. Classroom support assistants make a major contribution to the organisation of reception classrooms. Their group support is well planned. They show a very good understanding of individual children's learning needs and work effectively as a team with the class teachers, as do committed parents. The classrooms are rich, happy learning environments, where sensitive, good-humoured relationships are fostered. Although much of the morning is spent in the teaching of basic skills, for which very good resources are available, full use is made of a wide variety of activities and resources in the afternoons to ensure a broad and balanced curriculum.

77 The leadership and management of early years is very good. Although the co-ordinator has only been in post for a short while, she is already having a significant impact in raising

the quality of provision. Her teaching is consistently of a high standard and she is a fine exemplar to all staff with her lively, good-humoured approach. She also has vision and, in consultation with the early years team, has drawn up plans to redesign and refurbish the secure external play area in order to extend its potential for outdoor learning.

Personal and social development

78 Provision for children's personal and social development is very good. As a result, children make good progress and reach the desirable learning outcomes before they are five. High expectations and caring, patient adult role models ensure a strong culture for learning in a nurturing environment. Lessons are enjoyable. Staff promote self-confidence and self-esteem through their positive approach. They praise and encourage children constantly and their learning is shared and celebrated by everyone through effective whole class gatherings towards the end of lessons. Well-established routines provide children with a comfortable sense of security. Children are encouraged to be polite to each other, as they pass fruit around a circle for morning refreshment, for example, or as they line up sensibly for assemblies. Children maintain high levels of concentration, whether working with the whole class, in small groups or independently. They think and express ideas openly, knowing that these will be respected and valued. Much of the morning is productively spent in the structured learning of basic skills, but children have more opportunities to make independent choices in the afternoons. They manage their personal hygiene independently and are expected to take responsibility for their own tidying up.

79 As with personal development, provision for social development permeates the whole reception curriculum. The children know that they must take turns to speak during whole class activities and that they can learn from others if they listen carefully. They work well in co-operative groups sharing equipment and pooling ideas. The children work very effectively in teams too, supporting each other sensitively. Very good equal opportunities procedures and high quality classroom support ensure that a profoundly hearing-impaired child is fully integrated with her class. Children are very well behaved. They already have a clear understanding of right and wrong and try very hard to achieve what is asked of them.

Language and literacy

80 By the age of five, most children have already achieved the desirable learning outcomes and have begun working at the earliest level of the National Curriculum. They are already attentive listeners and thoughtful speakers. All children enjoy stories and have a positive attitude towards books and reading. All have a good understanding of book conventions. They know the orientation of print and turn pages correctly. They appreciate that writing, like speech, has to make sense and that words come in a certain order. They use illustrations effectively to predict story events and to help them interpret meanings. Most children have a good understanding of phonics and some already blend the sounds of letters to decode simple unfamiliar words. During the literacy hour they enjoy reading together from big books with large print. *'Pat the Cat'* was the motivating choice during the inspection. Through careful listening, the children understand the meaning and effect of rhyming. With very good teaching they learn its implications for the spelling of words. Many put their ideas into several lines of writing, forming letters correctly and spelling simple words accurately.

81 The quality of teaching is very good. Both teachers have a very good understanding of the teaching of the subject in early years. They use their very good language knowledge to make their lessons enjoyable and motivating and plan literacy lessons appropriately. Children achieve well in lessons because they are grouped effectively and work is well matched to each group's needs. Classroom assistants provide very good support. The pace of lessons and good-humoured relationships help to keep children interested. They concentrate well for

extended periods and make very good progress in their learning. A recent initiative, which is paying dividends in children's writing, is a daily letter-formation session, which takes place at the beginning of each school day.

Mathematical development

82 By the age of five most pupils have already attained the desirable learning outcomes. They are already working on the earliest level of the National Curriculum. Most are confidently counting up to ten and back to zero. They know that in counting on, numbers get bigger and also understand the reverse process. Working in small groups, children enjoy placing footprints in order from one to twenty. Others experience the fun of a number race by taking turns to throw a die, counting on the number showing along their individual number line and seeing who can reach the end first. Children are learning to share equally by carefully cutting cakes and shapes and then checking to see if they have been 'fair'. All know the names of common two-dimensional shapes and also some three-dimensional shapes. Children make very good use of their mathematical knowledge to measure the growth of a beanstalk. They use multilink cubes built into towers to show the measurement of growth week on week.

83 The quality of teaching is very good. Planning for numeracy lessons is effective. Although the structured lessons are long, teachers pace them well and vary the activities suitably to maintain the children's interest. Teachers use resources very well to interest children and clarify concepts. Together with assistants, they provide patient support alongside high expectations. They organise group activities efficiently and show very good understanding of how young children learn, as they rephrase questions and use resources imaginatively to promote understanding.

Knowledge and understanding of the world

84 Children achieve the desirable learning outcomes in this area before the age of five and work on early stages of the National Curriculum in science, information technology, history and geography. They enjoy a wide variety of experiences, which help them to develop a good understanding of the world in which they live. They name the basic parts of a flowering plant. They sow beans and sunflowers and measure and record their rate of growth over time. Using the story of 'Noah's Ark', children understand the diversity of life. They observe the life patterns of class pets but also realise human beings' dependency on animals for food. In an experimental lesson about magnetism the children make sensible predictions as to which objects are likely to be picked up by a magnet and those which are not. They gain a meaningful understanding of varied cultures through well-chosen stories of children in other countries. Children begin to develop their understanding of maps as they construct a large version of the locality where Pooh Bear lives. They use the class computers for a variety of activities, including phonic work and drawing with an art program, but there is scope for further use of computers in reception classes.

85 The quality of teaching in the lesson observed for this area of learning was good. The teacher planned a range of investigative activities and explained these well to the children. Before they started their practical work, she ensured that the preliminary discussion maintained a good pace by asking questions briskly and positively encouraging children to contribute their ideas. The children were very responsive and made thoughtful contributions to the pool of ideas.

Physical development

86 Children make good progress, attaining the desirable learning outcomes before the age of five. They have many varied opportunities to develop their physical confidence and competence. The school is very well provided with indoor and outdoor facilities. Each week during the warm weather, children in the reception classes experience the pleasure and excitement of small group swimming lessons with a competent trained instructor in the school pool. Weather permitting, they also have the joy of running and jumping in well-organised athletics and co-operative team games on the field, sometimes with a specially trained parent. On a daily basis reception children have lively playtimes, with some opportunities for individual challenge in adventure play on large apparatus by the main playground. In winter the children also use the large physical education apparatus in the school hall. They have regular access throughout the year to large outdoor play apparatus, purpose-built for early years children in the secure outdoor activity area.

87 The quality of teaching is very good. As well as planning and organising briskly-paced physical education lessons and outdoor pursuits, teachers promote fine manual dexterity by providing regular opportunities to use apparatus such as pencils, scissors, paints, jigsaw puzzles and construction kits. When using equipment such as scissors, children's increasing skills and control are particularly evident, as is their awareness of safety issues. The newly-established daily letter formation programme is having a significant impact on children's finer co-ordination skills.

Creative development

88 The quality of teaching is good overall. In one lesson it was excellent. Children experience a wide range of opportunities in all areas of the curriculum to develop their creativity. As a result, standards are high in this area of learning, with children of all abilities achieving well. They frequently draw pictures to communicate ideas and feelings. Painting, cutting and gluing are also regular creative activities, as pupils make lively puppets or learn how to tie and dye colourfully. In drama, pupils empathise with the feelings of others as they role-play a picnic scenario, where they travel by car and enjoy themselves on a mountainside which is being ruined by their own and other people's neglect of the environment. All the children are particularly responsive to their drama opportunities. They put high levels of creative effort into this activity and work with obvious pleasure. In music they have lively opportunities for singing and explore rhythm by using body parts as percussion. The quality of teaching in the role-play lesson was marked by a highly imaginative commentary by the teacher, whose expressive prompting and questioning resulted in all children experiencing a range of emotions as they lost themselves in their roles.

ENGLISH

89 Standards have risen since the last inspection and are above average at the end of both key stages. Improvement has been more significant at the end of Key Stage 1, where standards have risen from average in 1997 to above average from 1998 onwards. At the end of Key Stage 2 standards have risen in line with the national trend and remain above average overall, with very good performance in 1998.

90 In Key Stage 1 in 1999, pupils' attainment in national reading and writing tests was above average. Overall pupils did better in reading, with a high proportion attaining beyond the standard level 2. In writing, a high proportion reached the expected Level 2, while the proportion doing better than this was close to the national percentage. Results for 2000 have not been published yet but early indications are that standards are very similar this year. The school's results were better than those obtained in schools with a similar intake in 1999.

91 At the end of Key Stage 2 in 1999, pupils' attainment was above average, both in relation to the national picture and to similar schools. Most pupils reached the expected level 4 and more than a third reached the higher level 5. Generally, pupils do better in reading than in writing. Over the 1996-1999 period results have been consistently above average and have improved at a similar rate to most schools. Again, early indications of 2000 statutory tests indicate a similar pattern this year. As the school's tracking systems show, this means that the current Year 6 have made particularly good progress since Year 2. Within this year group there are several pupils with significant special educational needs.

92 There are no significant differences between the performance of boys and girls in national tests, although in Key Stage 1, boys' attainment over the past four years has been above the national average and girls' results have been close to the national average. This suggests that boys are doing better than girls in English at Key Stage 1.

93 The inspection found that pupils' attainment in reading and writing at the end of Key Stage 1 in the current year is wide ranging but above average overall. Most pupils are working at the expected level 2, with a significant minority reaching the higher level 3 in reading. At the end of Key Stage 2 pupils' attainment is also wide ranging but above average overall, again with a significant proportion working at higher levels in reading. Handwriting and spelling are good and drafting skills are well developed. Pupils develop drafting skills well, using a wide vocabulary in their writing to make it interesting or precise, but they have comparatively little practice at completing extended pieces of writing within a set time limit.

94 Throughout the school, pupils' skills in speaking and listening are above average. Pupils achieve well because of the range of opportunities provided for them to speak in a variety of contexts. There is a good focus on encouraging pupils to contribute to class discussions, for example. Some teachers take particular care to ensure that as many pupils as possible participate in these, so that they speak to a large audience. In most classes pupils are eager to participate in these question and answer sessions. They speak clearly and use increasingly complex sentences. In a few classes pupils have a tendency to call out and this detracts from a purposeful working atmosphere. In some sessions pupils are asked to work collaboratively and at these times they engage sensibly in dialogue with their friend, adapting their language well to suit the situation. Often pupils are asked to share their work in plenary sessions and again this helps them to gain confidence in speaking to a larger audience. Sometimes pupils engage in drama activities, but only reception pupils, in a very successful lesson, were seen during the inspection.

95 Most pupils enjoy reading and talk enthusiastically about their favourite books. Overall, standards in reading remain above average throughout the school, with lower attaining pupils generally well supported. Pupils are taught phonic and other reading skills effectively during the literacy hour. Most apply these skills to help them to read. In Year 2, for example, pupils are clear about the strategies for working out difficult words. These include 'breaking the word up', 'sounding it out' and 'reading to the end of the sentence'. Pupils also understand how books are put together. In Key Stage 1 they are familiar with and understand words such as author, contents, index and glossary. Throughout the school, pupils work with non-fiction texts to gather information. However, the library is currently not used for class lessons and pupils in Year 5, for example, are not clear about how to find a book for themselves. Pupils develop clear preferences for different authors and genres as they move through the school, although Roald Dahl remains a firm favourite. Generally pupils' enthusiasm for reading is fostered well by the choice of good quality texts in the literacy hour. In some classrooms attractive displays of books also encourage pupils to read beyond the familiar. Pupils' high achievements in reading are fostered by the good support that many receive from their parents and carers. Most pupils read regularly at home and teachers keep a check

on pupils' reading diaries. These diaries provide a focus for an effective dialogue between home and school. In some classes they are used extremely well for this purpose. A good example of exemplary practice can be seen in some of the diaries in Year 2. At the moment there is a lack of consistency between the approach to individual reading in Years 2 and 3. As they move from one key stage to another, pupils receive less individual support within school and teachers do not use reading diaries so effectively. Most pupils cope with this well, but lower attaining pupils, who are not receiving extra support as part of the special needs programme, sometimes struggle.

96 The standard of writing throughout the school is better than average, with most pupils attaining levels expected for their age and a few attaining above these levels. In all classes pupils write for a range of purposes about interesting and relevant topics. This helps them to be involved in their work and achieve well. In a Year 1 class, for example, pupils wrote their own poems based on one by Arnold Shapiro. They worked well at this and produced some imaginative pieces. In a Year 3 lesson, pupils wrote a letter to a famous person. They persevered well with this task because they were going to send the letters and anticipated a reply. The last inspection found that extended writing needed to be developed further in Key Stage 1. This has improved, but staff have found it difficult to adapt the literacy hour in order to plan time for this. Older pupils now have more opportunities to draft their work than they did, but the school provides insufficient opportunity for planning and organising pieces of extended writing within a limited period of time. Pupils begin to join their writing from Year 1 onwards. Some have initial difficulties, but by the time they reach Year 2 many pupils have developed a neat hand. Pupils also use handwriting pens from Year 1 and generally manage these well. Sometimes the presentation of pupils' work is untidy. A number of factors contribute to this. In Key Stage 1 pupils frequently record work on pieces of paper, so that it can be displayed. Subsequently it is kept in pupils' wallets with other work. This does not make it easy for pupils to look back on what they have done. In Key Stage 2, pupils have a range of books to record work. In a few instances pupils' books are not very neat. Older pupils also keep work in loose-leaf files and many of these are not as neat as they could be. There has been a focus on improving spelling this year and standards are rising. Staff are now reviewing present strategies to make them more manageable, especially for Key Stage 1 classes. Writing skills are developed in other subjects, especially the humanities. Pupils also use computers effectively to word-process their work.

97 Pupils with special educational needs make good progress in reading and writing through good planning and the focused support of teachers and assistants. Sometimes these pupils are supported within the class and sometimes they are withdrawn for extra help. In addition, the school is targeting those pupils who may not have identified special needs, but have under-performed in literacy in Key Stage 1. These pupils are given intensive support in early Key Stage 2 using the national Additional Literacy Strategy. Assistants make valuable use of these sessions, but do not always note comments on pupils' work in relation to their learning targets.

98 The quality of teaching ranges from satisfactory to very good and is good overall and at both key stages. This ensures that pupils achieve well. Strengths in the teaching include good detailed planning, with work matched well to pupils' levels of attainment. The choice of text is also good and a range of appropriate books are being purchased to supplement those already in school. Teachers make good use of texts from other cultures in this context and this helps pupils to understand other points of view. Collaborative work is also a strong feature of the work in English and helps pupils to share ideas and learn from each other. Support staff are also used well and make a significant contribution to the progress of pupils with special educational needs. There are a few areas for development. In a few lessons seen the pace was slow and discussions not well managed, so pupils did not move forward as fast as they might have done. In a few lessons, teachers did not explain the purpose of

the lesson to the pupils at the start, which made it more difficult for them to focus. There is also some inconsistency from class to class in marking and in the recording of progress in reading.

99 The new co-ordinator is very enthusiastic and has a clear view of standards throughout the school. She has a detailed agenda for further improvement and has taken a lead in developing new strategies for the teaching of spelling this year. She is aware that the library needs improving and there are plans to extend this area in the near future. Overall there is a reasonable range of books, but some are well worn and need replacing. There are fewer appropriate books for younger pupils. The school has begun to set individual targets for improvement in literacy and has set realistic and challenging targets for the end of Key Stage 2.

MATHEMATICS

100 The results of statutory Key Stage 1 and Key Stage 2 assessments in 1999 show that attainment was above the national average, with a high proportion of pupils at both key stages attaining beyond the standard for their age. The school's performance was in line with that of similar schools. For the past three years the trend has been one of steady improvement, in line with the national trend. The school has maintained the good standards reported at the time of the last inspection. Pupils' attainment at the end of both key stages in the current year is again above average. Throughout the school, standards are higher than those expected nationally. When pupils enter the school their attainment in mathematics in most years is at the level expected for pupils of their age. Pupils make good progress in the acquisition of new knowledge, skills and understanding of number and other important aspects of mathematics. Pupils with special educational needs make good progress towards their individual targets and higher attainers make good progress because they are well challenged. There is no significant difference between boys' and girls' attainment at either key stage.

101 Standards of numeracy are good in both key stages. With good levels of support and training, teachers have conscientiously embraced the national numeracy strategy and are clearly aware of the importance of promoting a range of strategies when carrying out calculations. Some good examples were observed during the inspection of pupils using and applying their mathematical skills and knowledge to investigate and solve real life problems, both within mathematics itself and in other subjects. For example, in design and technology they use their measuring skills carefully in a wide range of designing and making tasks, and in geography older pupils used their knowledge of different scales to make accurate estimates of distances on an ordnance survey map. However, in handling data, often they simply repeat skills from year to year without building on earlier experiences. For example, Key Stage 1 pupils produce block graphs to record weather information and younger pupils in Key Stage 2 carry out a similar task related to car colours. There is little evidence of older pupils working on pie charts or the probability scale in order to acquire higher order skills.

102 Throughout the school there is a big emphasis on the learning of tables and pupils respond positively to the competitive element involved in the school's certificate system, designed to challenge and reward pupils' learning. In addition, teachers give a good deal of attention to the teaching of problem-solving skills, and in many classrooms there are effective displays, which encourage pupils to adopt a systematic approach to this important aspect of mathematics. Each of these factors makes a significant contribution to the quality of pupils' learning and progress and to the good standards seen.

103 In Key Stage 1, thorough planning by teachers ensures that pupils continue to build successfully on the good start they make in reception classes. By the time they are seven

they demonstrate a good understanding of the place value of each digit in numbers to one hundred, confidently adding and subtracting numbers up to and beyond twenty. They use standard and non-standard units for measuring and identify the particular features of common two- and three-dimensional shapes. They present and interpret information in tables and block graphs.

104 In Key Stage 2, pupils are taught in sets of similar prior attainment. This enables teachers to plan more effectively to match the work to the particular needs of pupils, including higher attaining pupils. This was identified as a weakness in the last inspection, but has now been successfully addressed by the school. The setting arrangements have a positive impact on the quality of all pupils' learning and enable the majority to continue to maintain their good progress. However, in Years 3 and 4 the lower attaining set has a high number of pupils and progress for this group, although satisfactory, is slower than in other sets. By the end of the key stage most pupils acquire a range of methods to add, subtract, multiply and divide, and show a good understanding of the relationship between these operations. They calculate area and perimeter, measure length, weight and capacity with accuracy and construct and interpret a variety of graphs and charts.

105 Teaching has improved since the previous inspection and overall is now good throughout the school. Teachers' knowledge of mathematics is good and this helps them to plan lessons that are well structured in line with the numeracy strategy. In each lesson, the teacher carefully defines the objectives behind the activities and emphasises these. Teachers' good knowledge of mathematics also helps them to provide clear explanations and to ask probing questions in order to extend pupils' understanding. Each lesson includes a good proportion of focused and direct teaching of basic skills and this leads to the good standards that are clearly evident both in pupils' current attainment and in their earlier work. Most lessons begin briskly, with the teacher promoting a busy working atmosphere in which pupils respond with interest and enthusiasm. In the most successful lessons, teachers skilfully channel this enthusiasm into positive learning opportunities, as for example in a very successful lesson on multiplication tables in Year 2. The teacher's warm but very firm manner created a secure learning environment in which all pupils contributed readily and were prepared to take chances. The teacher's very effective strategies of highlighting known facts and making good use of pupils' errors to help them improve was a major factor in the very good progress they made in their mental calculations. In a small number of lessons, weaknesses sometimes occur when teachers' strategies for gaining and holding the attention of all pupils are not effective. When this happens, pupils lose concentration and this affects the pace of the lesson and therefore the quality of their learning. In most lessons, however, teachers ensure that pupils maintain a good pace during their group activities. They use closing plenary sessions well to consolidate the main points of the lesson, involving pupils appropriately in explaining what they have achieved.

106 The subject is well managed by an experienced and thoughtful co-ordinator. Her example as a teacher and commitment to high standards has helped to create a positive ethos for learning. Good procedures for assessing pupils' attainment are currently being implemented and the co-ordinator is aware of the need to develop further the whole school's system of recording pupils' attainment, in order to improve the tracking of individual progress and setting of targets as pupils move through the school.

SCIENCE

107 In the 1999 tests and assessments pupils' attainment at both key stages was in line with the national average and with that obtained in similar schools. Pupils' attainment has improved in the current year, as teachers have put a greater focus on monitoring progress, especially at Key Stage 1, and have allocated extra time to revision prior to the Key Stage 2 tests. Inspection findings show that pupils' attainment in the current year is above average at Key Stage 1 and well above average at Key Stage 2. All pupils are achieving well, including higher attainers, who are thoroughly challenged, and pupils with special educational needs, for whom teachers match tasks appropriately. Standards have improved since the last inspection.

108 At both key stages, pupils acquire very good skills in experimental and investigative work. As they advance through the school, pupils make very good progress in organising and carrying out tests and by Year 6 they are good at observing and recording their findings. Pupils in Year 1 listen to sounds and identify the sources. They categorise musical instruments according to whether they are blown, struck or plucked and develop an understanding of how sounds are made and travel to our ears. In Year 2, pupils conduct a test to identify the best conditions for plant growth. They discuss how to make this a fair test and modify their processes accordingly. They write up their predictions and make regular observations, recording their findings together on a chart. In Years 3 and 4, pupils carry out a range of tests in an increasingly structured and competent manner. They measure which articles conduct electricity ensuring that there is only one variable in their tests. They observe how materials change through being heated or chilled and which can be dissolved in and separated from water. They recognise important principles accurately and use technical terms correctly such as irreversible, evaporation and condensation. In Years 5 and 6, pupils successfully organise tests for identifying how well materials retain heat or conduct electricity. They measure and record the results of tests carefully and also recognise the difficulties of accurate measurement in activities such as noting the speed of a falling object. As pupils advance through the school, they follow a consistent system of recording experiments. This helps them to develop a structured approach towards identifying the aim, process, equipment and conclusions.

109 Pupils acquire a very good understanding of life and living processes at both key stages. Teaching takes full advantage of the school's well-organised natural areas and the proximity of a local agricultural college. Visits to these resources are highly successful in extending pupils' observations of plant and insect life and give them valuable opportunities to carry out practical activities such as collecting and studying seeds and flowers. Pupils in Year 2 have a very good knowledge of plant structures and of how pollination occurs. They explain how animals and the wind disperse seeds and recognise the different means by which plants help this happen. Pupils have a good understanding of what a plant needs to grow. They have observed which conditions support life best, considering in the process how to create a fair test. In Year 5, pupils build on this knowledge by looking at a soil sample and identifying how trees effect the amount of moisture and light available to plants underneath them. In Year 6, pupils build on a previous study of light in Year 2 and observe the way the eye functions and adjusts to the intensity of light.

110 As a result of the imaginative teaching and first-hand study, pupils have a high level of interest in the subject and work well, both on their own and in groups. In examining seeds at Key Stage 1, pupils freely asked questions to clarify their understanding. In studying food chains in Year 4, pupils made good use of computer-based reference material to find out what zebras ate and to identify predators such as lions and man. In Year 5, pupils looked for specimens of plants and bugs with enthusiasm and helped one another to identify the parts to be studied.

111 The good quality of teaching at both key stages is reflected in pupils' knowledge and by their response and enjoyment of the subject. Teachers have a good knowledge of the subject and communicate their own interests very well. In lessons on plant life, teachers make good use of technical terms, such as sepals and bracts, which they explain to pupils. Teaching is very effective in developing pupils' knowledge from their own observations. At Key Stage 1, teachers are particularly good at drawing out pupils' own questions about the natural world, as a starting point for study. At both key stages, pupils have every opportunity to base their knowledge on what they themselves have seen, discussed and tested. At Key Stage 1, teachers stress the importance of scientific observation, explain what they mean by this and encourage pupils to use specimens and equipment with care and safely. At Key Stage 2, the wide variety of investigations helps pupils to acquire the skills of carrying out experiments, as well as to develop hypotheses and test them. Teachers place an appropriate emphasis on writing up experiments in a structured manner and reinforce learning with revision and discussion time. In order to assess pupils' progress, teachers make good use of focused tasks at Key Stage 1 and are developing these at Key Stage 2. The co-ordinator has given the school a clear lead in developing experimental and investigative opportunities in the school grounds and locality, ensuring that first-hand studies feature strongly at both key stages.

ART

112 The school has maintained good standards across the school since the previous inspection. They are above average in both key stages.

113 Pupils experience a variety of opportunities to express their creativity in visual forms in many areas of the curriculum and in a range of media. They frequently complement their story-writing with imaginative drawings and produce detailed design plans in preparation for a design and technology task. Historical artefacts are sometimes used in observational drawing to raise pupils' awareness of how the design of objects has changed over time. Pupils are also encouraged to express their responses to music through creative drawings.

114 Pupils make good progress in the development of their artistic skills in two and three-dimensional work as they move through the school. Pupils with special educational needs, including visually-impaired pupils, receive good support from teachers and assistants in their artistic development and make good progress within their abilities.

115 In Key Stage 1, pupils develop their manual dexterity as they create mobile telephones from clay. They explore the effects of texture in the paintings of well-known artists such as Van Gogh. They use thick glue and sand enthusiastically as media, in producing richly-coloured, strongly-textured pictures of their own. Also in Key Stage 1 pupils use varied printing techniques to prepare imaginatively textured paper. Pupils then use this creatively to construct effective large group collages, working collaboratively with varying degrees of success in their teamwork. Observational drawing skills are very well taught in a Key Stage 2 lesson where pupils show a strong sense of shape, form and space. Most use pencil confidently to emphasise line or to shade for light and darkness. A digital camera is used in this work, to take photographic images for computer use to compare with the artistic drawings produced so carefully by the pupils. In Year 6, as part of an historical topic on Victorian life, pupils explore the Art and Craft Movement, exemplified by William Morris. Using his work as a starting point, some pupils produce their own interesting designs which are carefully built up in layers to create printing blocks, from which they skilfully produce colourful repeating prints.

116 A large majority of pupils respond confidently to the artistic challenges presented by staff. They work hard during lessons, because they are interested and because teachers

expect them to concentrate well and persist with the task set. Many take pride in their work and are pleased to discuss the source of their ideas and what pleases them about it. Inexperience in a first attempt to work co-operatively left a few pupils drifting in one lesson, until the teacher helped them to work as a team.

117 The quality of teaching is good overall and there is some very good teaching in Key Stage 2. Very good subject knowledge, combined with high expectations and a stimulating focus, are the keys to success in the best lessons. Well-paced introductions, with an emphasis on skills and quality of work, give pupils an eager sense of anticipation and motivation to get going and do well. Thoughtfully-chosen, carefully-organised resources ensure that success is achievable. Teachers' encouragement and positive guidance and support ensure that frustrations and disappointment with techniques are minimised. Teachers promote equal opportunities well, for example through the use of traditional traveller designs from photographic archive sources.

118 Lively and varied art displays of high quality adorn the walls of classrooms, corridors and public spaces around the school. They celebrate the work of pupils past and present and offer implicit examples of what can be achieved. The work of former and current teachers is also displayed and acknowledged with pride. The school has established a strong artistic tradition.

119 A scheme of work for art at Key Stage 1 is in place, but there is no scheme of work for Key Stage 2 to secure progression in all areas of the art curriculum. For example, pupils have their own substantial sketch books, but these are under-used. As a means of regularly collecting visual evidence, recording observations and developing skills, they are an expensive and neglected resource. This weakness, in an otherwise strong subject, stems from the lack of a scheme of work. The school is well resourced for art with a wide variety of art media. These include a dedicated art room and a lockable kiln room, which is well used.

DESIGN AND TECHNOLOGY

120 Standards seen at Key Stage 1 are good. At Key Stage 2 they are average. The school has broadly maintained standards since the last inspection. Judgements are based on the observation of three lessons, all at lower Key Stage 2, an analysis of work samples throughout the school and discussions with staff and pupils.

121 At Key Stage 1 pupils enjoy a rich variety of activities, which help them to develop an understanding of the necessary steps in designing. They draw up their plans in a simple but effective way. In designing and building model houses in Year 1, pupils make free-hand drawings of what they want to create and list the materials needed. Their completed models are of a very good standard with details glued on and added in paint. Pupils also create instruments out of recycled materials in connection with their topic on sound. In Year 2, pupils develop their design skills well by designing and constructing buggies out of plastic, straws and rubber rings. They follow a strict design brief, which encourages them to explore the qualities of the materials available. They work well in groups, exchanging ideas and competing with others to create the model which will travel furthest. After an initial trial, pupils reconsider their designs and modify them before testing them again. Pupils' written evaluations indicate that they have thought carefully about the strengths and weaknesses of both the design and making processes.

122 At Key Stage 2 pupils develop a sound knowledge of materials and how articles are assembled. They look at pop-up card designs and create sophisticated versions of their own, with well-constructed hinges and cut-outs. They design and make clay plaques in connection with their study of the local area. They pay close attention to creating a workable

design by making a cardboard prototype before trying to create a finished article. Pupils are good at evaluating and modifying their ideas and write up detailed assessments on their experiences both as designers and makers. They create presentation packaging for their plaques by examining the way cardboard boxes are made. Many achieve good results through careful observation of how nets are created for commercial packaging, which they translate into their own work. Pupils have a sound understanding of the properties of paper and card and how best to reinforce and join them. In Years 5 and 6 pupils extend their knowledge of materials and systems well. They use gears and axles to make Victorian zoetropes, make games with the use of electrical circuits and change lighting sequences in model houses and traffic signals with control technology. At both key stages, pupils develop their knowledge of food preparation, planning and cooking items in connection with their study of healthy diets.

123 The quality of teaching observed was good in two lessons and very good in the other. It is clear from lessons and discussions that pupils take a lively interest in the subject. They respond with enthusiasm to the competitive challenge of buggy racing in Year 2 and were absorbed by the process of turning a piece of flat card into an effective three-dimensional package in Years 3 and 4. Teachers choose topics which attract and hold pupils' attention well and which extend their learning in other areas of study, such as houses and homes at Key Stage 1 and the Victorians at Key Stage 2. Teachers maintain a good balance between explanation and focused activities to develop pupils' skills and opportunities for them to experiment and pursue ideas of their own. Teachers have a good understanding of the skills they want pupils to develop in the subject and they maintain the pace of learning well. They make good use of pupils' mathematical skills to measure materials and draw nets accurately. They also develop pupils' writing well by including time for written evaluations, which some pupils complete on computers. Resources are good and well maintained. There is an appropriate amount of time allocated to the subject overall but pressure from other areas of the curriculum has reduced the time available for pupils in Years 5 and 6. The scheme of work gives clear guidance to teachers and is due to be revised to ensure that it conforms to the requirements of the new National Curriculum, to be implemented in September. While teachers carefully evaluate the effectiveness of teaching and learning, there is no established framework to help teachers measure how pupils develop their skills.

GEOGRAPHY

124 Standards in geography have been maintained since the last inspection. In both key stages pupils attain standards expected for their ages. A significant improvement to the school's provision for geography includes the introduction of a detailed scheme of work to guide teachers' planning. It ensures that pupils cover a broad geography curriculum and develop specific subject skills in a structured and systematic manner as they move through the school. As a result, a high proportion of pupils throughout the school attain good standards in map work.

125 In Key Stage 1, pupils draw maps of imaginary places and are introduced to the need for a key. They begin to acquire and use a sound basic vocabulary to locate features in the local area, for example *across*, *opposite*, *up* and *down*. This develops into more accurate positional language including the four points of the compass. Their learning about more distant places is effectively supported by the use of pictures, photographs, maps and atlases, as they track Barnaby Bear's journeys by air to Scotland and on Eurostar to Paris.

126 In Key Stage 2, teachers continue to make good use of the local area to support and develop pupils' learning and to ensure that their work is relevant and purposeful. Pupils extend their earlier knowledge of the immediate neighbourhood by exploring the city of Guildford. Older pupils are provided with good opportunities to use ordnance survey maps

and to appreciate the need for symbols and scale as part of their exciting and stimulating work linked with their residential visit to the Isle of Wight. The fun and learning arising from this well-planned venture is clearly evident in the good quality displays of photographs and pupils' work around the school. When investigating environmental issues, pupils begin to appreciate that the impact of people leads to both improvements and damage to the soil, water and air.

127 In lessons seen the quality of teaching ranged from good to unsatisfactory. Overall it is satisfactory. Although teachers' subject knowledge is not always strong, their planning and preparation is thorough. Guided by the supportive scheme of work, they set interesting and challenging tasks designed to develop pupils' geography skills. In each of the lessons observed, pupils were engaged in practical tasks arising from fieldwork projects. They are clearly motivated by this approach, which enables them to acquire knowledge, skills and understanding through first-hand experiences. In the most successful lesson, the teacher gave clear explanations and as a result pupils knew exactly what was required of them. With firm management they settled quickly and quietly to the task. Close monitoring of their work enabled the teacher to intervene with reminders, suggestions and carefully directed questions to re-focus and extend pupils' thinking. In a less effective lesson pupils' restlessness and fidgeting led to increased noise levels which the teacher found difficult to control and as a result they made little progress towards completing their tasks.

128 Geography is effectively managed by a well-qualified and experienced co-ordinator. She has very good knowledge of the subject and has compiled an interesting portfolio of pupils' work. This provides clear evidence of the satisfactory progress pupils make in acquiring the skills of enquiry, fieldwork and making and using maps. However, its potential as a planning and assessment tool to support colleagues has not yet been fully explored.

HISTORY

129 Both standards and the quality of provision have been maintained in history since the time of the last inspection. Pupils achieve satisfactorily in most lessons and well in a few. Standards at both key stages are at the levels expected for pupils' ages.

130 Work in history is firmly rooted in the study of primary sources and the importance of historical enquiry is an important element of the curriculum at Worplesdon. In a Year 2 session, for example, two older ladies from the village came to talk to the pupils about their memories of school in the village in the middle of the last century. Pupils had previously devised some appropriate questions and took turns to ask their two visitors about their remembrance of things past. The questions and pupils' responses to the answers showed that they appreciated both the changes over time and the importance of contemporary witnesses as sources of information.

131 In Years 3 and 4, pupils' work on Guildford shows that they appreciate the significance of old buildings as important pointers to life in past times. They have made several visits to town this term to study the town's past and are beginning to build up a good understanding of the history of Guildford. In Years 5 and 6, pupils study a locality further afield. On their recent trip to the Isle of Wight they visited Osborne House, where, in addition to a tour of the house, some pupils were dressed in replicas of Victorian clothing. This has been used well on their return as a basis for work about Queen Victoria. In several sessions seen, pupils used copies of contemporary pictures and portraits of the Queen well to draw conclusions about her life. The importance that staff place on the use of original materials is also evident in the school museum. This holds a collection of artefacts that can be used in lessons. There are plans to develop the museum further in the proposed alterations to the building.

132 There was not so much evidence of work related to chronological understanding at the time of the inspection. The exception was a session in a Year 1 class, where pupils looked at a range of telephones and ordered them by age. This provided a good opportunity for the teacher to develop chronological language, such as older and oldest. Otherwise there was little evidence that pupils had a clear view of the passing of time. Some in Year 6, for example, had difficulty in relating events in Queen Victoria's life to points in the nineteenth century. There are few time lines in classrooms to remind older pupils of the sequence of events in British history.

133 Pupils are developing a bank of knowledge about past times and presenting this in a variety of ways. In Years 3 and 4, for example, pupils have produced some town trails of Guildford, based on their studies. In several Year 5 and 6 sessions, pupils presented their work to the rest of the class verbally, after working well in groups to draw inference from their evidence base. Written work is usually kept in loose leaf files in Key Stage 2 and these are sometimes rather untidy.

134 The quality of teaching in the lessons seen ranged from satisfactory to good and was predominantly good. This ensures that pupils achieve well in lessons. Teachers plan interesting activities for the pupils and prepare well for sessions. As a consequence of this, pupils' imaginations are captured and they work hard. In Key Stage 2, all pupils in mixed age classes work on the same task, irrespective of their age or prior attainment. Lower attaining pupils are generally supported well by the teachers, but there is sometimes a lack of challenge for the older, higher attaining pupils. In several lessons seen teachers took the opportunity to develop pupils' speaking and listening skills. In Years 5 and 6, for example, pupils worked collaboratively to discuss evidence before presenting their findings to the whole class.

INFORMATION TECHNOLOGY

135 Standards are well above average at the end of both key stages. In some classes, pupils show extremely high knowledge and skills in desktop publishing skills. This strong picture is a result of very good resource provision, supported by local business links, and conscientious leadership by the co-ordinator, who has led staff by her own commitment and enthusiasm. The introduction of a very clear scheme of work, which denotes the line of progression in each strand of the subject year on year, has provided all teachers with a user-friendly guide. Several teachers have taken advantage of the recent national opportunity to purchase lap-tops and as a result of their enthusiasm and commitment, there is an unusually high level of skill across the whole staff team. Carefully planned in-service training alongside the introduction of the very good range of computer hardware and well-chosen software has added further to staff confidence. Both the standards attained by pupils and the quality of teaching and curriculum provision have improved dramatically in the four years since the last inspection. At that time, standards reported were satisfactory, but teachers lacked confidence and expertise. Pupils are now achieving very well because of their teachers' high levels of competence.

136 Pupils in Key Stage 1 build on mouse control and keyboard skills gained in the reception year. They enter information onto a simple spreadsheet in order to chart the results of an experiment with car ramps. They make very good use of a program that helps order the events of stories, using pictures, speech bubbles and captions. They use a Roamer to enter directional instructions and program its movements successfully. They develop word-processing skills to support the development of literacy skills. Pupils in Years 3 and 4 exhibit a very high level of skills and knowledge when combining pictures and text to present information about their studies of Guildford. They know how to use various tools, for example to create a background picture with text on top. Samples of work on display include a set of

traffic lights which has been sequenced through a series of instructions and a house, for which the lights, burglar alarm and doorbell are all programmed through a control device. Pupils in upper Key Stage 2 develop desktop publishing skills still further when creating a series of information slides about their Isle of Wight visit. They combine text and photographs, re-sizing and re-positioning the illustration to create the desired effect alongside the text, which they manipulate into the required font and size. A number have already discovered how to create hyperlinks in order to switch quickly between slides when they give their final PowerPoint presentation of their studies.

137 Teaching is consistently good and includes some which is very good. The main strengths are teachers' subject knowledge and their insistence on using the correct vocabulary as a model for pupils. Their questioning always uses precise terminology and they expect pupils to use an appropriate information technology vocabulary in their descriptions of what they are doing. In a Key Stage 1 lesson observed, the teacher began the lesson with a quick recap of the names of components and involved pupils in active demonstration of clicking to select, drag and reposition elements to build up a complete story picture. As a result of the teachers' high expectations and clarity of instruction, pupils were all actively involved in collaborative learning and were able to recall and explain in the closing plenary session the new features in the software they had used in their group work.

138 Teaching at Key Stage 2 benefits from the same high quality of subject knowledge, planning and preparation. In a Year 3/4 class, the teacher used the same technique of involving a pupil in demonstrating the use of the mouse and various tools, while providing a clear commentary on each step of the series of manipulations. Because the computers are all networked and every pupil in the school has a folder in which to keep files created, each class teacher has a full record of work completed to assist in recording assessment of their progress against each unit of work in the school's scheme. Record sheets, kept in each class assessment folder, show very good, broad coverage and verify well above average attainment across the school. Through their close observation of pupils' work and their comments and promptings, teachers are promoting very good learning by using their subject knowledge in day-to-day assessment. Pupils are gaining new knowledge and skills at a very quick rate because they recognise their teachers' subject knowledge and are eager to pick up the skills themselves. Just occasionally, in whole class sessions, a few pupils are inattentive and the pace and focus of the lesson slows when teachers have to divert from the task in hand. For the most part, however, pupils are eager to participate and recognise the need to take turns, to listen and watch intently when others are demonstrating.

139 The co-ordinator has a very clear grasp of the way the subject is developing. The success over the past eighteen months has not led to complacency. The school is eager to further expand its already very good resources, in particular to regain access to the internet and develop the use of e-mail. Its effective action plan also notes the need to chart precisely the use of information and communication technology programs in the context of other subjects, such as science and mathematics. The recent introduction of higher quality printers is improving the quality of work samples in hard copy. The planned increase in the number of computers will gradually lead to the more frequent access required by all pupils.

MODERN FOREIGN LANGUAGES

140 The school provides a weekly conversational French lesson for pupils in Years 5 and 6. One of these was observed during the inspection and inspectors spoke to pupils and the co-ordinator. Standards are appropriate for the pupils' ages, given the time they have spent learning the language.

141 In the lesson observed, pupils showed interest in the initial animated video presentation

and then answered questions put by their teacher. In this particular lesson, mainly one-word or one-letter answers were required, as it was a lesson on the French alphabet. Pupils understood the teacher's questions well, but there was little opportunity to judge the quality of their expression or pronunciation. The teacher maintained the necessarily brisk pace of questioning required to involve all pupils in quick, sharp responses. The guess-the-letter game chosen did not proceed quite so quickly and not all pupils were seated so as to maintain eye contact with the teacher, with the result that a few pupils' interest waned. With the introduction of 'le pendu', pupils' enthusiasm returned. The lesson was well prepared and resourced. During the brisk questioning, pupils applied themselves and learned successfully. When the pace slackened, the learning was not as good.

142 Overall, the school has a good supply of resources and the units of work are well planned and organised. A bilingual parent offers valuable support to staff by taking small groups on a regular basis. This helps offer greater equality of opportunity in a situation where teachers' own subject knowledge and pronunciation is varied.

MUSIC

143 The school has a strong tradition of participation in concerts by all pupils and in local festivals by interested and talented pupils. The co-ordinator works conscientiously and puts in much extra time and effort to maintaining this tradition. Standards in class music seen at both key stages are appropriate for pupils' ages. In one lesson observed they were high. Pupils' recorded work shows good knowledge of musical notation and a good understanding of the listening, appraising and the composing elements of the music curriculum. The school has maintained the high profile of the subject and has plans to improve its provision with the building of a performing arts centre. The quality of provision and standards seen during the inspection week were not as high as those reported by the last inspection, but the work recorded in books and on cassette matches the good quality reported four years ago.

144 Year 1 pupils create a series of sound effects to accompany the story of the 'Awongalema Tree' and Year 2 pupils use instruments equally imaginatively to create a highly effective series of percussion sequences entitled 'Obstacle Course'. Pupils in one Year 3/4 class created a sound picture of high quality. They had prepared for the lesson by choosing a selection of sounds and instruments linked to an ocean picture. A pupil chosen as conductor brought in layers of sound as she pointed to each group of instrumentalists in turn. The whole class created a sound picture, with some groups maintaining a continuous background, while others added temporary overlays, as fish swam by for example. In another Year 3/4 class, the same activity was less successful, as fewer pupils had completed the homework and several pupils were fussy in their approach to the task. The teacher had prepared and planned resources in the same meticulous way and used the same imaginative idea for the composition. Pupils' learning and the lesson outcome were less successful, however, because the teacher did not quell pupils' fussiness, which slowed the pace of the lesson. In a similarly demanding Year 5/6 lesson, the teacher involved a whole class in creating a series of Victorian Street Market Cries, linked to their Isle of Wight studies. The class showed enthusiasm and the teacher assessed their responses well, pointing out areas for improvement, which groups refined through practice. The teacher improved the performance of each group of criers, but this process took too long and allowed other groups to become restless. Although pupils focused sufficiently well to produce a performance of parallel cries at the close of the lesson, the task was too demanding within the timescale allowed. The teacher's chosen organisational and management strategies had not been the best for the time allocated.

145 Key Stage 2 pupils' work samples show some very good listening and appraising. Pupils use sheets to help them record the composer and title, the instruments they hear and then to

comment on patterns and the character or mood of the music. Other work shows pupils using common musical notation on the treble clef, with good understanding of the pitch, length of notes and dynamics. One interesting sample shows pupils creating repeating rhythm patterns using the names of London Underground stations. Another shows a composition using pictorial notation, with different symbols positioned at ten-second intervals to create a changing weather composition. Papers are kept in folders and tidiness varies among classes. Higher attainers are clearly challenged well.

146 The co-ordinator has created a very good scheme of work, which ensures that pupils learn a progression of skills. The matching assessment records are manageable and very well kept. Music from a wide range of cultures is appropriately included in the scheme. The co-ordinator also provides a range of additional opportunities for pupils to sing in the choir, play in the small orchestra or join a recorder group. Photograph albums show the range of musical events attended by small groups of players, including Albert Hall appearances alongside other Surrey schools. Peripatetic teachers offer opportunities for a few pupils to play violin, cello and cornet.

147 Music is often playing in the hall and in classrooms at the start of the day, as well as at the beginning and end of assemblies, when the work of a specific composer is highlighted for the week. Class teachers make good use of music in their dance lessons and all classes participated in the recent launch of the fundraising effort for the new performing arts centre, attended by a large number of supportive parents. Since the introduction of the literacy and numeracy strategies, the school has set aside music lesson time for class teachers to liaise with support staff or update records, rather than support the music teacher, as they did previously. This is an efficient use of time, but leaves no opportunity for pupils and music teacher to share their music-making with class teachers. The headteacher and governors are eager to maintain the school's tradition in music and the development of the creative arts centre shows their commitment and that of the Friends' Association to this aspect of the school's work. Music makes a very strong contribution to pupils' spiritual and cultural development.

PHYSICAL EDUCATION

148 Pupils experience a well-balanced range of physical activities including dance, games and gymnastics throughout the school. In Key Stage 2 swimming and athletics are also introduced. During the inspection, pupils were observed taking part in dance in Key Stage 1 and athletics, games and swimming in Key Stage 2. Overall, pupils attain standards that are in line with those expected for their ages, and similar to those reported at the time of the last inspection. However, in lessons seen standards were high in country dancing in Key Stage 1 as a result of the strong teaching in this particular aspect of the subject. Because pupils have regular opportunities to practise their skills in a structured weekly session, standards in swimming in Years 3 and 4 are also good. In games and athletics in Key Stage 2 pupils attain standards appropriate for their ages. Pupils with special educational needs are successfully integrated into lessons and attain standards in line with others.

149 In Key Stage 1, pupils demonstrate high standards of performance in traditional dances including the Pat-a-cake Polka. They work hard to refine skips, swings and steps, and to improve the precision of their timing and the accuracy of their response to the rhythm. They make very good progress from responding individually to a rhythm at the start of the lesson to working successfully with a partner and adapting their movements to produce a dance together. In Key Stage 2, pupils make sound progress in games. Older pupils demonstrate satisfactory ball-handling skills in a variety of individual and partner activities and use these successfully in games of kwik cricket and rounders. However, they do not follow instructions carefully enough to make more rapid progress. In swimming, pupils in Year 3 work hard at

their techniques to co-ordinate arms, legs and breathing when practising the front crawl. Throughout the key stage in athletics activities they show a commitment to improve by regularly practising running, throwing and jumping, both in lessons and in after-school sessions.

150 The quality of teaching in the lessons seen ranged from satisfactory in games to good and excellent in dance, where it is clearly reflected in the high standards achieved by pupils. In the most successful lessons, teachers' knowledge and expertise are strengths, which are used effectively to motivate and challenge pupils with demanding tasks. Teachers have high expectations and, as a result, pupils respond in a mature way, sustaining high levels of enthusiasm and physical effort throughout the lesson. Teachers are fully involved in these lessons, demonstrating, monitoring and assessing pupils' performances and providing helpful and encouraging feedback. When required to do so, pupils readily demonstrate good examples of work while enjoying and respecting the performance of others. All lessons begin with a warm-up, although the session does not always include sufficient variety of aerobic and stretching exercises to prepare adequately for vigorous activity. They include a good balance of individual, partner and group activities in order to allow pupils to practise skills and to use them in real situations such as the dance or game. Teachers generally do not give enough emphasis to the essential cycle of pupils planning, performing and evaluating their own and others' actions in order to improve.

151 The co-ordinator provides good leadership. He has been involved in monitoring teaching and learning by direct observation of lessons and leads school-based training for colleagues. The policy and scheme of work are currently under review. They ensure good coverage of the programmes of study of the National Curriculum. The facilities for physical education are very good. They include a spacious and well-equipped hall, a large playground, a heated outdoor swimming pool and extensive grass areas. A wide range of extra-curricular activities enhances the skills of the good number of pupils who participate. These opportunities also contribute to the good development of pupils' personal and social skills. The potential for raising pupils' standards of attainment is good.

RELIGIOUS EDUCATION

152 Whilst standards seen in some lessons are good, overall pupils' attainment in their knowledge, skills and understanding of religion at ages seven and eleven is satisfactory. It meets the requirements of the locally Agreed Syllabus for the end of both key stages. Findings present a broadly similar picture to those of the previous report.

153 Learning generally proceeds at a satisfactory pace across the school. The daily act of collective worship makes a regular and useful contribution to this progress. Pupils with special educational needs make good progress. In Key Stage 1 pupils begin to understand the nature of belief. They explore reasons for their own feelings. They know that there are a number of world faiths, including Christianity. They learn about the importance of religion to the human race and to appreciate some of the similarities and differences between world faiths. They understand that there are special days and celebrations for each. They learn in depth about the events associated with the core Christian celebrations of Christmas and Easter. The symbolism of light is explored in Christianity and in the Hindu festival of Divali. In Year 2, pupils study with interest important aspects of Islam. They know how significant Friday is in the Muslim's weekly calendar and the prayer rituals associated with their faith.

154 In Key Stage 2, pupils' knowledge and understanding extends and deepens as they learn more about religions and from religions. In Years 3 and 4, pupils fully explore the meaning of the word *body* as it is used in the context of the Christian church. In recognising the importance of special writings to religious groups, pupils reinforce their understanding of the

significant, historic structure for Jews and Christians of the scriptures that form the Bible. They then improve their access skills and familiarity with the Bible by practising gathering specific information. They visit Guildford Cathedral, well prepared to pursue a structured series of investigations. They know why certain furniture is present in a church and how it is used. Years 5 and 6 powerfully examine the significance of prayer to all faiths. In one lesson, six pupils talk sensitively to a hushed class about their own experiences of prayer and its importance to them and to their families.

155 Overall, pupils show positive attitudes to religious education. In half of all lessons seen behaviour and attitudes were very good. There is a strong correlation between effective teaching and positive responses. Where teaching is strong, pupils listen attentively and provide perceptive answers to finely-tuned, thought-provoking questions. They are willing to take risks in expressing their innermost thoughts, confident in the knowledge that their feelings will be respected, even in circumstances where pupils have already decided that they do not have any religious beliefs.

156 The quality of teaching is good overall, with one excellent lesson taught in an upper Key Stage 2 class. In the highest quality lessons, teachers use their own very good subject knowledge effectively to stimulate pupils' interest. They choose resources well and use them fittingly for this purpose. Sensitivity is also an important factor, particularly where teachers and pupils together explore delicate personal feelings. Where lessons are less successful, the management of behaviour is a key element in reducing the impact of teaching and learning.

157 The lack of a scheme of work in the past has meant that year-on-year progression, though generally satisfactory, has been insecure. The recent implementation of a detailed scheme, based on both the Agreed Syllabus and established practice in a two-year rolling programme, provides the necessary balance in the new curriculum. The co-ordinator provides satisfactory leadership for the subject. Good resources are available for the teaching of the world faiths required by the Agreed Syllabus.