

INSPECTION REPORT

St John's Primary School
Redhill

LEA area: Surrey

Unique Reference Number: 124990

Headteacher: Mr A Richardson

Reporting inspector: Ms G Tomes

Dates of inspection: 18 - 21 October 1999

Under OFSTED contract number: 707824
Inspection number: 188765

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary

Type of control: County

Age range of pupils: 4-11

Gender of pupils: Mixed

School address:
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Appropriate authority: Governing body

Name of chair of governors: Mr J L Coulson

Date of previous inspection: 20-24 May 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Glynis Tomes (Registered Inspector)	English Art Physical education	Attainment and progress Attitudes, behaviour and personal development Teaching Staffing, accommodation and learning resources Efficiency of the school
Susan Burgess (Lay Inspector)		Attendance Spiritual, moral, social and cultural development Partnership with parents and the community
Jenny Catlin (Team Inspector)	Science Design and technology History Geography	Areas of learning for children under five Curriculum and assessment
John Linstead (Team Inspector)	Mathematics Information technology Music Religious education	Special educational needs Equal opportunities Support, guidance and pupils' welfare Leadership and management

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MAIN FINDINGS

What the school does well

- The quality of teaching at Key Stage 2 is good. Teachers at both key stages make good use of homework to support work done in school.
- Provision for pupils' moral, social and cultural development is good. Pupils have good attitudes towards their work, behave well and form good relationships with each other and with adults.
- Procedures are good for monitoring how well pupils do in tests and their personal achievements. Very good procedures for promoting attendance maintain very good attendance levels.
- Parental involvement in pupils' learning is very good and there are very good links with the local community. A wide range of good quality information keeps parents and the community well informed.
- The headteacher and governors have set a good educational direction for the school, outlined in a good development plan.

• Where the school has weaknesses

- I. In many lessons seen at Key Stage 1, the quality of teaching was unsatisfactory. In some lessons pupils' progress is reduced by weaknesses in teachers' subject knowledge, low expectations of what pupils can achieve, weak organisation and the lack of positive strategies to manage pupils' behaviour.
- II. Parts of the curriculum for information technology, such as control and modelling, are not being taught.
- III. Subject coordinators and senior staff do not play an active enough role in monitoring standards and setting strategies for improvement.

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

How the school has improved since the last inspection

Satisfactory progress has been made in addressing the key issues from the last report. Standards have improved steadily in all subjects, including religious education at Key Stage 2. More pupils are attaining higher levels in English, mathematics and science. In information technology, standards are still not high enough. Although improvement has been made by increasing resources and beginning a scheme of work, the scheme has not been completed owing to the departure of the subject coordinator. There are now schemes of work for most subjects and associated assessment procedures have been improved. Subject coordinators now provide more support and guidance for teachers, and standards of work are checked in English. This has not yet been extended to other subjects so that teachers have advice about how to raise standards, but plans are in place to do this. Statutory requirements and health and safety issues arising from the previous inspection have mainly been addressed but there are a few omissions in the statutory information required in the school prospectus and governors' annual report to parents. Governors have an increased role in monitoring and supporting the work of the school. The headteacher has been in post two years and during this time has worked effectively with the governors and staff to raise standards of attainment. Due to health reasons, he will leave the school at the end of the current term, when a new headteacher will take up the post. Currently, the role of deputy headteacher is covered temporarily. Bearing in mind these significant changes, and the improved role of governors and co-ordinators, the school has satisfactory capacity for further improvement.

• Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Science	C	C	well below average	E
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The table shows, for example, that standards in 1998 were above national averages in English. When compared to schools with a similar proportion of pupils receiving free school meals, they were average. Results in 1999, in mathematics and science were better, and results in English were similar. There was an overall increase in pupils attaining the higher Level 5. Pupils in Year 6, at the start of this current school year, are working at standards that are above average in English and mathematics.

Pupils enter the school with average standards and by the time they are five years old, most achieve the expected desirable learning outcomes in the six areas of learning. Test results at the end of Key Stage 1 results have been above national averages in writing and mathematics, and above those of similar schools. Reading standards have been average, and the same as similar schools. In teacher assessments for science, results have been above average and better than similar schools. Pupils in Year 2, at the start of this current school year, are achieving average standards.

Standards in information technology are below expectations and pupils make unsatisfactory progress because they do not cover the control and modelling aspects of the curriculum sufficiently. Standards in religious education meet the expected level. In other subjects, standards are appropriate for pupils' ages in geography, history, music and physical education. Standards are better than usually seen for pupils' ages in art and design and technology.

- Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Unsatisfactory	Good
Mathematics	Satisfactory	Unsatisfactory	Good
Science		Unsatisfactory	Satisfactory
Information technology		Insufficient observations	Insufficient observations
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. Eight out of ten lessons observed were satisfactory or better. In just under half of all lessons, teaching was good and pupils made good progress. In Key Stage 2, nearly all lessons were satisfactory or better, over six out of ten were good, and there was also some very good teaching. In Key Stage 1, three quarters of lessons were unsatisfactory, which resulted in pupils not learning enough in lessons. The variation in the quality of teaching leads to pupils making insufficient progress in Key Stage 1, but better progress in Key Stage 2. For the under-fives, teaching was satisfactory, with three out of ten lessons being good.

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

- Other aspects of the school**

Aspect	Comment
Behaviour	Good. The majority of pupils behave well in classrooms and around the school.
Attendance	Very good. Attendance levels have improved each year since the last inspection and are now well above the national average.
Ethos*	Good. Most pupils have positive attitudes to work. Relationships between pupils and with adults are good. The school fosters care and concern for each other. Not all teachers have high enough expectations of pupils' achievement.

Leadership and management	The headteacher and governors set a good educational direction and have good plans for improving the school. Subject coordinators are beginning to check teachers' plans and now need to check standards of pupils' work.
Curriculum	Satisfactory. The curriculum is generally broad and balanced. It is enriched by some good cross-curricular work, visits, visitors and good provision for extra-curricular activities.
Pupils with special educational needs	Sound progress. Learning support assistants give pupils effective help with reading and writing skills.
Spiritual, moral, social & cultural development	Good provision overall. Moral, social and cultural development is good and provision for spiritual development is satisfactory.
Staffing, resources and accommodation	Sufficient teachers but some are new to their post. No formal appraisal. Good induction procedures. Small classrooms but good music and design and technology rooms. Attractive building, garden and grounds. Satisfactory range of resources.
Value for money	Satisfactory. Good use of building and resources. Good use of limited number of support staff. Average expenditure per pupil.

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

• The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. Their children like school. V. The school is a very caring community and children are well looked after. VI. Parents feel welcome in the school. VII. The school is approachable when there are problems. VIII. Teachers know the children very well and encourage them to be polite and respectful. IX. The school encourages their children to achieve good standards of work.	X. Parents at the meeting were very unhappy about the proposed cuts in the amount of classroom support. XI. Sometimes parents have short notice about events. XII. End-of-year reports do not include enough personal comments.

Inspectors agree with the positive comments made by parents. The school is a caring community and teachers know all the pupils well. Pupils are looked after effectively at all times, including playtime and lunchtime. Parents are welcomed in school and the headteacher and staff value their contribution. Any problems are quickly and effectively resolved. The school is raising the standard of pupils' work, although some pupils are not challenged enough. The end-of-year reports for parents have a good range of personal comments. Parents usually get a month's notice about events. Information distributed in September gave notice of events in October.

• KEY ISSUES FOR ACTION

In order to improve standards, the governors, headteacher and staff need to:

* Raise the quality of teaching in KS1, by:-

- XIII. Increasing teachers' subject knowledge in English, mathematics and science;
- XIV. Improving lesson plans so that they clearly identify learning objectives, and ensuring that such plans are followed carefully;
- XV. Increasing the range of strategies for positive behaviour management of pupils;
- XVI. Raising expectations of what pupils can achieve, and planning appropriately challenging work for all levels of attainment;
- XVII. Systematically monitoring the quality of teaching and providing constructive feedback.

Paragraphs 25-31, 50, 75, 81, 89

* Raise standards in information technology by fully implementing all National Curriculum requirements, in particular the strands of control and modelling.

Paragraphs 28, 33, 92-95

*Develop the role of senior staff and subject co-ordinators in monitoring standards and setting strategies for improvement.

Paragraphs 50-51

In addition to the key issues, the following less important points should be considered for inclusion in the governors' action plan.

Provide training for all staff concerning child protection procedures and ensure this is regularly updated

Paragraph 44

Ensure the prospectus and governors' report to parents include all statutory requirements

Paragraph 45

Improve projection surfaces, so that pupils can see shared texts clearly

Paragraph 77

Develop more opportunities for independent work and investigative activities

Paragraphs 80, 87

Improve resources for physical education and seek to improve playground surfaces

Paragraph 109

Improve the quality of marking to ensure pupils know what to do to improve their work

Paragraphs 31, 77

- **INTRODUCTION**

- **Characteristics of the school**

1. St John's Primary School is of average size with 208 pupils organised into 8 classes. There is a similar number of boys and girls overall but some classes have an unbalanced gender mix. At the time of inspection there were thirty-one children in the reception class, twenty-eight of whom were under five years of age, and sixteen attending school part-time. Pupils come from the immediate area around the school and attainment on entry is similar to the national average. The recent housing association property development has changed the previously recorded high socio-economic mix of the area. The proportion of pupils known to be eligible for free school meals is 5 per cent and below average. There are 29 pupils on the register of special educational needs, which is average. Two pupils speak English as an additional language.
2. Since the last inspection there have been several staff changes, including the appointment of a new headteacher. He will leave at the end of term, owing to ill health, after only two years in post. The role of deputy headteacher is currently being covered temporarily. Another post is filled by a teacher on a temporary contract. The school has expanded and now caters for the full primary age band. Anticipated local education authority plans to increase admission numbers further did not take place. Recent cuts to the school's budget have necessitated a reduction in support staff and expenditure on resources.
3. The philosophy of the school is a belief that the provision of a broad and balanced curriculum enables children of all ages, abilities and aptitudes to acquire the knowledge and skills necessary for their future education, relevant to today's fast changing world. The school values high academic achievement and believes all children are encouraged and enabled to do their very best across the whole curriculum.
4. The aims of the school, which are prominently displayed in the prospectus are:
 - To provide a stimulating and challenging environment where children are encouraged to develop lively, enquiring minds, imagination and creativity. To foster a desire to learn, the motivation to approach tasks and the self-discipline necessary to complete them successfully.
 - To provide a welcoming and happy atmosphere, in which children feel valued, thereby enabling them to develop self-confidence and a sense of individual worth. To teach children to live and work co-operatively, to respect the opinions of others, develop sensitivity and learn to care about the world in which they live.
1. The school development plan sets out the priorities for the future year. These include:
 - To fully implement the literacy and numeracy strategies;
 - To further improve the monitoring role of co-ordinators;
 - To provide training for staff new to their posts;
 - To develop assessment procedures for the whole curriculum;
 - To expand further the number of available computers and fully implement a scheme of work for information and communication technology.
 - To increase resources for physical education

The school has agreed these targets for Key Stage 2 National Curriculum tests with the local education authority:-
That 89% of pupils will achieve at least level 4 in English in 2000
That 72% of pupils will achieve at least level 4 in mathematics in 2000

1.

6. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	13	20	33

6. National Curriculum Test/Task Results		Curriculum	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	10	12	
	Girls	15	15	14	
	Total	26	25	26	
Percentage at NC Level 2 or above	School	84(67)	81(85)	84(88)	
	National	80(80)	81(80)	84(83)	

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	12	12
	Girls	15	16	16
	Total	26	28	28
Percentage at NC Level 2 or above	School	84(85)	90(88)	90(88)
	National	81(80)	85(78)	86(83)

2 Attainment at Key Stage 2

Number of registered pupils in final year of Key

Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	16	16	32

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	9	9
	Girls	14	12	14
	Total	25	21	23
Percentage at NC Level 4 or above	School	81(86)	68(64)	74(93)
	National	65(63)	59(62)	69(68)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	9
	Girls	13	12	13
	Total	23	21	22
Percentage at NC Level 4 or above	School	74(86)	68(65)	71(86)
	National	65(63)	65(64)	72(69)

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

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

1 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1997/98	%	
Authorised	School National comparative data	4.5 5.7
Absence	School National comparative data	0 0.5
Unauthorised		
Absence		

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

Number
Fixed period
Permanent

1 **Quality of teaching**

Percentage of teaching observed which is:

%
Very good or better
Satisfactory or better
Less than satisfactory

1 **PART A: ASPECTS OF THE SCHOOL**

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

1 **Attainment and progress**

1. There is a wide range of attainment on entry to the reception class and evidence from baseline assessments conducted over previous years shows that this varies each year. Recent assessments show that overall attainment is average. Children under five in the reception class, including those who are currently part-time and those who have special educational needs, make sound progress. By the time they are of statutory school age, most children are likely to reach the expected desirable learning outcomes. From the evidence of the previous year's work, children made satisfactory progress.
2. Children under five make sound progress in language and literacy development. They listen carefully to instructions, follow directions and talk about their experiences. They handle books appropriately and talk about the pictures and stories with enjoyment. Parents support the structured reading programme well and this provides good encouragement for children. Children practise handwriting skills in a formal, systematic way. They develop their free writing when in the role-play café and by the age of five, nearly all write their own name. Children make sound progress in early mathematical development. Most recognise, use and write numbers to five correctly. They have a good awareness of simple addition and subtraction, and they name circles, squares and triangles correctly. Children's knowledge and understanding of the world develops well because they are encouraged to talk about their homes, families and matters of interest. They select materials and equipment for making models and develop a range of construction skills. Children control the computer mouse effectively when using a drawing program, and other physical skills develop satisfactorily in physical education lessons and during drawing, cutting, model making and painting. Creative development is satisfactory. Children show imagination when making shapes with their bodies, when painting and when responding to music and rhymes.
3. The results of national assessments in 1998, at the end of Key Stage 1, were average in reading and above average in writing and mathematics, compared to all schools. In comparison with similar schools, reading results were average, but writing and mathematics were above average. Attainment shows a pattern of above average results over the three years up to 1998. Results in 1999 were better than those in 1998, being above average in reading, writing and mathematics. Girls and boys perform equally well in reading, but girls do better than boys in writing, and boys do better than girls in mathematics. Attainment overall, at the end of Key Stage 1 in 1999, was above average. Pupils presently at the start of Year 2 are working at a lower level than previous years. There is an increased proportion of pupils identified as having special educational needs and there are weaknesses in teaching. In the lessons observed during the inspection, and in recently completed work, pupils were achieving mainly average standards. Much of this work lacked appropriate challenge.
4. The results of national assessments in 1998, at the end of Key Stage 2, were above average in English and average in mathematics and science. In comparison with similar schools, results were average in English, mathematics and science. Results were in line with those expected for similar schools. Attainment shows a pattern of well above average attainment in English and above average attainment in mathematics and science. In the 1999 tests, overall standards in English are above average. Although there was a slight decline in overall standards for writing, the proportion of pupils attaining Level 5 increased significantly. Standards in mathematics and science were better than in 1998. There was an increase in the proportion of

pupils attaining the higher Level 5. Attainment overall at the end of Key Stage 2 is above average and pupils presently at the beginning of Year 6 are working at above average levels.

5. Pupils make good progress over time. They enter the school with attainment that is, on balance, average. They leave the school with above average standards. However, pupils' progress varies considerably between classes and between the key stages. The major cause of inconsistent progress is variations in the quality of teaching. At Key Stage 1, in many of the lessons observed during the inspection, pupils made unsatisfactory progress, owing to weaknesses in the quality of teaching. However, pupils work shows at least satisfactory progress over time and this is reflected in the end of Key Stage 1 test results. Pupils at the beginning of the current Year 6 are working at above average levels. Progress is good during Key Stage 2, and pupils make very good progress in the best lessons.
6. Pupils with special educational needs make satisfactory progress. They generally meet the targets set in their individual education plans. When given focused help from learning support assistants, they make good progress. Higher attaining pupils sometimes make insufficient progress in lessons because the work is not challenging enough, particularly in Key Stage 1. There are very few pupils who speak English as an additional language and they make satisfactory progress.
7. Evidence from previously completed work shows that attainment in English, at the end of both key stages, was above national expectations in July 1999, and pupils made good progress over time. In lessons seen, for all areas of English, pupils are making consistently good progress in Key Stage 2. In Key Stage 1, however, progress is currently unsatisfactory in the majority of lessons due to unsatisfactory teaching. Throughout the school pupils have above average speaking and listening skills. Younger pupils speak clearly and confidently and older pupils listen and respond sensibly. This helps them get the most out of lessons as they adopt new and more precise vocabulary. Attainment in reading is above average at the end of both key stages and pupils make good progress. The recent focus, at Key Stage 1, on letter names and sounds is helping pupils work out unknown words more confidently. This helps them read instructions independently. In Key Stage 2, most pupils express preferences between a good range of modern authors and have a good breadth of reading experience. A few less confident readers, at both key stages, have insufficient guidance when selecting books.
8. Overall attainment in writing is above average and progress over time is good. At Key Stage 1, pupils write for a range of purposes, but there is insufficient focus on developing the content and structure of their writing. Currently, they are making unsatisfactory progress in lessons. Progress is good at Key Stage 2 because pupils are developing a wide range of strategies to improve the style and composition of their work. At both key stages there is satisfactory development in pupils' handwriting and spelling. Literacy skills are used well in other subjects. For example, pupils use information books to develop their research skills in history and in science, and they record their work in a variety of forms and styles. Specialist vocabulary is emphasised well in most lessons and this extends pupils' use of language. Information technology skills are not used enough for pupils to research, redraft their writing and practise spelling patterns

9. Pupils' overall attainment in mathematics is above average. By the time pupils leave school, they have made good progress. Currently, however, progress in lessons at Key Stage 1 is unsatisfactory because work is not sufficiently matched to all levels of attainment and not challenging enough. Pupils make sound progress with number skills, adding and subtracting mentally and recalling multiplication facts, but there are too few problem solving activities taking place. Pupils in Key Stage 2 make good progress. They are developing a range of mental strategies for calculating and estimating, and they compile and interpret data correctly. Pupils learn to use a good range of mathematical vocabulary. Mathematical skills are used effectively in other subjects. For example, in science, data about the incubation period for different animals is collected on graphs, and in history, pupils are encouraged to work out the number of years between significant events.
10. In science, standards are broadly average at the end of both key stages. This is lower than in the 1999 end of key stage assessments. At Key Stage 1, although pupils make sound progress over time, they are currently making unsatisfactory progress because there are weaknesses in teaching. In Key Stage 2 pupils make satisfactory progress, building on earlier work systematically. They extend their investigative skills through opportunities to apply them in different contexts but there are too few opportunities to plan and carry out experiments independently.
11. Standards in information technology are below national expectations at the end of both key stages because pupils do not cover all National Curriculum requirements. Pupils reach satisfactory standards in handling and communicating information but attainment is below expectations in the 'controlling' and 'modelling' strands. This results in unsatisfactory progress during both key stages. There is insufficient routine use of computers to support work in other subjects.
12. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus at the end of both key stages. Pupils make satisfactory progress. Pupils at Key Stage 1 have a sound understanding of the customs, symbolism and significant stories within the Christian and Jewish faith. At Key Stage 2, pupils relate Bible stories to their own experience and have satisfactory knowledge about a wider range of major world religions.
13. In the work seen, attainment was appropriate for pupils' ages in geography, history, music and physical education. Work was better than usually seen for art and design and technology. Good development of observational drawing was seen in sketches of Brighton Pavilion and in seated figure drawings. Pupils designed, made and evaluated good quality, detailed purses last year, and they regularly take part in cooking activities. Visits, visitors and school journeys make an important contribution to progress in history and geography. Pupils sing a variety of songs and hymns tunefully and make simple compositions with a selection of instruments. They respond to music creatively during art lessons. Pupils participate in a good range of physical activities. Almost all achieve the expected 25 metres certificate for swimming, before they leave school. Extra-curricular competitive sports make a good contribution to their sporting attitudes and personal development.

19. Attitudes, behaviour and personal development

14. Children aged under five make satisfactory progress in their personal and social development. They are confident and talk freely about themselves and their experiences. They soon learn new routines and adapt their behaviour appropriately to different situations, such as school assemblies and lunchtimes. They change their clothes for physical education lessons with increasing independence and begin to take responsibility for their own belongings. Children learn to co-operate with one another amicably, and they respond well to rules and expectations. When given the opportunity, they enjoy choosing their own activities and, when a task captures their attention, they show appropriate concentration and perseverance.
15. Pupils throughout the school have good attitudes to learning. The majority respond well in lessons and show enthusiasm for their work. In over nine out of ten lessons, their response was at least satisfactory. In several lessons it was very good, particularly at Key Stage 2. In classes at Key Stage 1, a few pupils tend to call out answers and chatter when they should be listening to others or working. Most pupils, however, listen attentively during lesson introductions, when others are speaking and during plenary sessions. They show confidence when answering questions and enthusiasm when reading or showing their work to visitors. They are curious to try new things and co-operate well when sharing resources and equipment, and this contributes to successful learning. Pupils with special educational needs generally work well in lessons and respond positively to the help their receive. They get on well with their classmates and play a full part in lessons. They are pleased with the good encouragement from their teachers and support staff and with their successes.
16. Behaviour throughout the school is good. At the start of the day and the end of breaktime, pupils respond to the bell promptly and move quickly into classes. They move around the school calmly and courteously and many pupils hold doors open and step aside to let others pass. A few pupils offer challenging behaviour in the classroom but they usually respond well to the clear and sensitive procedures the school has introduced to address this, and so disturbance to others is minimal. The school building, resources and displays are well cared for by pupils and all classrooms are neat and tidy. Pupils generally are friendly and relaxed and take pride in rewards for good behaviour and achievement. They mix well with those who have special educational needs and English as an additional language.
17. Good, constructive relationships are formed between pupils, teachers and all school staff. There is an atmosphere of mutual respect and parents value this aspect of the school highly. Boys and girls mostly work unselfconsciously together in lessons, although there were a few instances in one class where boys' dominance of the lesson intimidated the quieter girls. No incidents of conflict at playtime were observed during the inspection. Parents and pupils are confident that any problems such as bullying are dealt with effectively by the headteacher. Pupils' personal development is good. They grow in confidence through responsibility for everyday routines and for special duties, such as preparing the hall for collective worship. By the end of Key Stage 2, most pupils take responsibility for their own actions and are aware of the need to make a contribution to school life by being members of school teams, supporting charity initiatives and performing in

concerts. Pupils contribute to efforts to improve the school, such as the landscaping of the garden area. There have been no exclusions in the previous twelve months. The positive characteristics of this aspect of the school have been maintained since the time of the last inspection.

23. Attendance

18. Levels of attendance are very good and well above the national average. There is no unauthorised absence. This has improved steadily each year since the last report. Pupils are punctual to school and organise their coats and book bags with minimum fuss to ensure they are not late into class. Registration is conducted efficiently, complying with statutory regulations. As at the time of the last inspection, the school works well with parents to promote very good attitudes to attendance. This has a positive impact on pupils' progress.

24. QUALITY OF EDUCATION PROVIDED

24. Teaching

19. The quality of teaching is satisfactory overall. Teaching was at least satisfactory in about eight out of every ten lessons, good or better in just under half, with a small number of very good lessons. Teaching was good at Key Stage 2, with over nine out of ten lessons at least satisfactory and over six out of ten good or better. Very good teaching in some Year 6 lessons enabled pupils to make very good progress. Teaching was unsatisfactory at Key Stage 1, in three-quarters of the lessons observed and pupils made unsatisfactory progress. One teacher was new to this age group and planned training had not yet taken place. For the under-fives, teaching was satisfactory overall, with three out of every ten lessons, good.
20. Since the last inspection, teachers' confidence and expertise has increased for teaching music. There has been training in some aspects of information technology, but teaching skills have not yet improved in others. Learning intentions are insufficiently precise on a few teachers' planning and this contributed to unsatisfactory lessons. The good, sensitive and constructive contribution from learning support assistants continues. They have received further, good quality training and all pupils benefit from their clear instruction and well-prepared resources. The special educational needs co-ordinator and parent helpers also provide effective in-class and individual support for pupils with special educational needs. Teachers' ensure work is set at an appropriate level, with reference to individual education plans.
21. Teaching for the under-fives is carefully planned to ensure an appropriate balance between structured and child-initiated activities. Children's attainment and progress are assessed continually as they work, and the teacher and nursery officer intervene appropriately. This technique promoted good progress in children's language development during role-play activities, but a lack of planned assessment opportunities results in insufficient structure and focus, for higher attaining children in particular. The teacher is enthusiastic with clear presentations that effectively encourage children's enjoyment of books and capture their interest in mathematical activities. The room is suitably organised to encourage children's

independence, but when children are given free choice, there are too few challenging activities available. A good partnership is established with parents through the reading program.

22. Teachers have satisfactory subject knowledge in most subjects at Key Stage 2. At Key Stage 1, subject knowledge is unsatisfactory. All teachers show weaknesses in aspects of information technology, but individual teachers show weaknesses in English, mathematics and science. They do not interpret advice in the literacy and numeracy strategies or the new science scheme of work well enough. This led to mistakes in a few lessons at Key Stage 1, when teaching English grammar and mathematical activities. When teachers were unfamiliar with curriculum requirements, they taught work at the wrong level, and work was not well matched to pupils' abilities. Most teachers use the schemes of work effectively and set appropriate learning objectives. In the best lessons, teachers share these with pupils at the start of the lesson, make reference to them during the lesson and evaluate learning to conclude. Where teaching was unsatisfactory, learning objectives were not clearly identified and there was lack of focus during activities.
23. Teachers' expectations of what pupils should achieve vary considerably between the key stages, being unsatisfactory at Key Stage 1 but good at Key Stage 2. In a few lessons, pupils were allowed to shout out and chatter when the teacher was talking, and the level of work expected was not challenging enough. When this happens, pupils become restless and make insufficient progress. In a literacy lesson at Key Stage 2, the teacher made very good use of demanding questioning strategies to encourage pupils to provide examples and explanations to support their answers. This promoted very good progress. In a poor lesson, pupils were given an easy worksheet to complete without additional explanation.
24. The organisation of learning and the methods used are often inappropriate in the weaker lessons. Pupils were kept on the carpet for too long without being actively involved, or they were set tasks without considering the level of support they may need. In one good literacy lesson, the teacher thoughtfully considered how she could assess all pupils' spelling strategies, whilst maintaining interest and enthusiasm. The imaginative organisation promoted good progress. In the best lessons, teachers use well directed praise, which supports pupils effectively and motivates them to achieve further. A significant feature of unsatisfactory teaching was too much criticism, as a spontaneous response to pupils' behaviour. There was also an insufficient range of teacher-generated equipment, such as word banks, alphabet lists, vocabulary families, number squares and number lines in order to encourage pupils' independence. In all lessons, information technology is not used enough. It is rarely detailed on teachers' lesson plans or evaluations. This gives pupils insufficient practice and wastes opportunities to extend learning in other subjects.
25. Marking of pupils work is up to date but inconsistent across the school. Some teachers offer helpful suggestions about how pupils may improve their work, but others offer praise without indication of why the work is good or highly valued. Teachers at both key stages make good use of homework to support work done in school. English and mathematics activities are set and completed regularly. Relevant tasks effectively support schoolwork and help parents to check what their children are achieving. The strengths and weaknesses in teaching are similar

to those observed at the time of the last inspection, although there was a higher proportion of satisfactory or better teaching reported at that time. Although teaching at Key Stage 2 was better than teaching at Key Stage 1, the difference was less marked. Since that time, teachers have changed year groups.

31. The curriculum and assessment

26. The curriculum for children under five is satisfactory. It is based on the desirable learning outcomes and effectively linked to the National Curriculum. At Key Stage 1 and Key Stage 2, the curriculum is generally broad and balanced and successfully promotes pupils' intellectual, physical and personal development, although there are weaknesses in information technology. Pupils are well prepared for the next stage of education. There is due emphasis on English and mathematics at both key stages. The literacy and numeracy strategies are being implemented satisfactorily, although there are weaknesses in individual teachers' subject knowledge. There are frequent opportunities for reading, writing and mathematical activities in other subjects. Strengths in extra-curricular activities identified in the previous report have been sustained. A good range of after school clubs, including sport, art, music, and visits and visitors, make a good contribution to the variety and interest within the curriculum and motivate pupils effectively.
27. The scheme of work for information technology has been partially completed and improvements have been made in communicating information. National Curriculum requirements are not being met, however, in the strands of control and modelling but the school has planned further development for these areas. Statutory requirements for other areas of the curriculum, including a policy on sex education and a policy on drug awareness, are met. All aspects of music have improved since the last inspection, and provision for religious education at Key Stage 2 has also improved. There is a clear policy on equality of opportunity and, for the great majority of pupils, curriculum entitlement is secure. However, this is not guaranteed in classes that experience a high proportion of unsatisfactory teaching. The school is monitoring attainment by gender, and is promoting boys' attainment in English at Key Stage 2, through a range of carefully chosen resources. In a few lessons, the needs of higher attaining pupils are not effectively addressed. Pupils with special educational needs are satisfactorily supported in their learning and make sound progress. Targets on individual education plans are appropriate and reviewed regularly. These mainly refer to literacy or behavioural targets, with fewer for mathematics.
28. There is a sound curriculum map, which indicates the content and topics to be taught in each year group. This supports teachers well and enables many of them to plan work at an appropriate level. Schemes of work for different subjects vary in their level of detail, depending on their stage of development. The most recently introduced schemes of work, such as that for science, give good support to teachers' planning. This is having a positive effect on pupils' step by step progress and the quality of their learning. Long and medium-term plans clearly show how activities will increase in difficulty as pupils move through the school. Overall, the quality of the curriculum has improved since the last inspection.

29. Since the last inspection, the school has produced a comprehensive policy for assessment and most of the issues related to assessment, identified in the previous inspection have been dealt with appropriately. There are now satisfactory procedures for assessing pupils' attainment and progress. Baseline assessment is being appropriately administered for pupils in the reception class, but this information is not used enough to plan lessons. For children aged under five, informal notes and assessments on individual children are helpful but not rigorously linked to standards identified in the desirable learning outcomes, so children's progress towards these standards is not clearly monitored or recorded.
30. A range of formal assessments is being used through the school, including optional National Curriculum tests at the end of Year 3, 4 and 5. The assessment co-ordinator has a useful plan showing when all the various assessments take place during the year, and how analysis of the data informs school development planning. This is a sound programme for assessment. Detailed analysis of assessment results has helped coordinators identify where standards need to improve, for example, in spelling and extended writing. The compilation of portfolios of pupils' work in English, mathematics and science is a useful initiative. Discussion of samples of pupils' work, at various levels of attainment, helps teachers to judge standards effectively. The school has yet to agree a uniform system for assessing and recording progress in foundation subjects. In lessons, assessment opportunities are not always identified in teachers' planning, in order to establish the level of success of the learning objectives. As a result, in a few lessons, work is not sufficiently linked to what pupils already know and understand. The school sets appropriate targets in English, mathematics and science each term based on results from formal assessments.

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

31. Provision for pupils' spiritual development is satisfactory and there is good provision for moral, social and cultural development. Parents feel that the values encouraged by the school are one of its strengths. As at the time of the last report, spiritual development is promoted through effective links with the church. Pupils are encouraged to appreciate the natural world and they have written poems on such subjects as trees, the school garden and the riches of the sea. The major Christian festivals are celebrated, and the key features of other major world religions are acknowledged. Collective worship, religious education and structured discussion encourage pupils to think about their own feelings and how they relate to others. For example, themes such as effective communication and helping others, provide opportunities for pupils' personal reflection and to consider how these themes are relevant to their everyday lives.
32. Good provision for pupils' moral development helps them know what is expected of them and know what is right and wrong. Pupils understand how to resolve problems through discussion and, in some classes, they request structured discussions to resolve playtime or classroom issues. There is a well-established behaviour policy and all pupils have devised their own classroom codes. A few teachers do not always insist these codes are followed, however, when they allow pupils to call out or chatter. Pupils show that they consider the needs of others by their support of various charities, such as the Hurricane Mitch Appeal, the Shonda

Project, Red Nose Day and the NSPCC. They collect and distribute harvest produce to the school's elderly neighbours.

33. Provision for pupils' social development is good. Shared activities feature in many lessons and pupils demonstrate their ability to collaborate well, such as when sharing cookery ingredients or practising netball skills and most also work independently. There are fewer opportunities for showing initiative through investigative and problem solving activities in subjects such as science and mathematics. There is good support for the wide range of extra-curricular clubs, such as cooking, art, magic ribbon, gardening, board games and sport. These activities develop pupils' abilities to work in teams, support each other and cope with new situations well. There is good informal social integration between older and younger pupils and structured activities such as shared reading sessions, with buddy partners. Parents value the good relationships between pupils of different ages. Most pupils take on a range of responsibilities across the school and when they are asked to help with practical tasks complete these well. Residential visits for Years 5 and 6, and an overnight camp for Year 4, contribute effectively to pupils' social development.
34. Provision for cultural development is good. Pupils have many opportunities across the curriculum to study literature, artwork, music and poetry from different cultures, past and present. In many areas around the school, attractive displays represent a range of cultures. There are prominent and varied displays of pupils' work, such as book reviews, paintings of nursery rhymes and mosaics. Barnaby Bear has recently resumed his foreign travels, recorded on a world map in the hall. Visits from musicians and theatre groups, and attendance at public performances and concerts, provide further insights into the richness and diversity of different cultures. Celebrations from different religions are remembered during collective worship and explored through the sensitive use of religious artefacts and stories during religious education. The continued contact with a Kenyan village school provides pupils with a valuable insight into a culture very different from their own. **Support, guidance and pupils' welfare**
35. The school has sound procedures, overall, to ensure the support, guidance and welfare of its pupils and is successful in fulfilling the aim of providing a happy, caring environment in which pupils feel valued and where they are encouraged to care about the world in which they live. Adults working in the school enjoy good relationships with pupils, value what they say and are responsive to their needs. The supervision of pupils before school, during breaks and at lunchtime is good. The induction system for children under five is good with staff welcoming children into school sensitively. Pupils with special educational needs are supported satisfactorily by the school. Individual education plans have achievable targets, which are frequently monitored to ensure these pupils are receiving appropriate guidance. The school has good relationships with outside agencies, such as the educational psychologist and behaviour support team.
36. Procedures for monitoring academic progress and personal development are good. A good pattern of assessments enables the school to assess each pupil's attainment accurately. These are mainly used well by most, but not all teachers, to ensure pupils are given appropriately challenging work. Good records are kept for English, mathematics and science, to track

pupils' progress as they move through the school. Parents receive a comprehensive annual report on their children and are welcomed to school to discuss progress each term. Procedures for monitoring and promoting regular attendance are very good and the school achieves levels of attendance well above the national average. Parents respond well to advice they receive in the prospectus on ways they can use to try and avoid unnecessary absence.

37. The school's procedures for promoting discipline and good behaviour are satisfactory. The school has a comprehensive policy on behaviour and has remedied the absence of a formal statement on bullying highlighted in the previous inspection report. There are now clear guidelines for adults in the school to follow should bullying be detected or suspected. During the period of the inspection no instances of rough play were observed although one instance of verbal bullying was seen, which was not sufficiently dealt with by the class teacher. There are clear rules devised by pupils, displayed around the school to encourage the maintenance of good behaviour. There is some discrepancy in the interpretation of class rules by a few class teachers and pupils are sometimes allowed to break rules without being reprimanded. In the best lessons pupils are reminded not only that they have broken a rule but also why it is important for everyone's good that these rules be upheld.
38. The health and safety issues raised in the last report have been addressed, and a recent risk assessment carried out by the local authority, found all climbing apparatus to be safe. There are plans, when funds become available, to improve the surface of the playground. The pond is now fenced off appropriately. The school has a health and safety policy with responsibilities clearly stated. There are appropriate procedures for dealing with first aid and medical matters. All staff have received first aid training including resuscitation techniques. Matters of routine first aid are correctly dealt with and the appropriate records kept. Although the school has a child protection policy and a named person with responsibility, provision is unsatisfactory because no member of staff has received recent training from the appropriate agency.

44. Partnership with parents and the community

39. As at the time of the last inspection, partnership with parents is a strength of the school. Overall, the quality and quantity of information for parents is good, although there are a few omissions in the statutory information required in the prospectus and the last governors' report to parents. At the parents' meeting, a few working parents said they would like more notice and details of forthcoming events. Currently there is one month's notice for most school activities and the school is very aware of the need to give good notice to parents. Annual reports are informative and clearly written, with a good range of personal comments. There are regular newsletters from both the school and the Friends of St. John's, as well as a lively school newspaper, mainly compiled by pupils.
40. Parental involvement in children's learning is very good. Parents are extremely supportive and feel they are welcome in the school. There is good attendance for the weekly reading support scheme when parents come into school at the end of the afternoon to read with their children. Almost all parents come to the consultation evening offered each term with their child's

teacher. Parents of pupils with special educational needs are consulted regularly and invited to reviews of individual education plans. Several help regularly in classrooms or with practical tasks, and many more volunteer when extra help is needed, for example creating the very attractive themed flower beds along the entrance path or removing an unsafe structure from the playground. Parents support their children's learning at home by listening to reading and helping with tables and spelling. Most parents of pupils in Year 5 and 6 sign their homework diaries as requested in the homework policy.

41. The very active Friends of St. John's organise a range of social and fund-raising activities, and raised nearly £3000 last year. Current targets are the completion of the millennium library project and continued improvements to the playground. The school makes good use of its local community, an interesting area, and good use is made of local people with particular talents to enhance the curriculum and broaden pupils' experience and personal development. There are strong links with the neighbouring St. John's Church, which is used by the school on special occasions such as Christmas and harvest festival. Both the minister and the pastoral care worker are regular visitors to the school. Other visitors include a theatre company, volunteers helping with cookery and governors offering their expertise in such subjects as local history or art and design. The school has received donations of money or equipment from various local companies and from the local Rotary Club. These have been used to benefit the pupils, for instance by enhancing the playground with a pergola, making the library more comfortable and providing the design and technology room with a modern cooker. Community groups such as a playgroup, the Sunday school and an exercise class hire the lower school building for their activities. There are sound procedures for the induction of pupils into the school, and liaison with local secondary schools ensures a smooth transfer for pupils at the end of Year 6.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

47.

Leadership and management

42. The quality of the leadership and management of the school is satisfactory overall. The headteacher provides good leadership in the pastoral care of staff, pupils and parents and in providing clear educational direction for the work of the school. A detailed plan was drawn up by the headteacher to address the key issues raised in the previous inspection report. This has been systematically followed, enabling the school to improve or remedy many of the issues raised. The headteacher is well supported by the governors who make a good contribution to the leadership and management of the school.
43. Governors have formed working parties and rearranged their committees since the last inspection. They are given a comprehensive account of developments and activities, through detailed reports and a termly newsletter from the headteacher. They have improved systems for monitoring the work of the school by producing a visiting policy. They gain good amounts of information from regular, focused visits to the school, which are reported back to the governing body. Each class has 'adopted' a governor and good two-way communications between pupils and governors has developed. Some governors are regular classroom helpers, for example, lending their expertise and artistic skills. They attend regular training provided by the local authority. Governors have agreed targets for improving the attainment of pupils at

the end of Key Stage 2, in English, mathematics and science.

44. The school has been successful in developing the roles of subject coordinators, which was a key issue in the previous inspection report. All coordinators have written schemes of work and have an action plan for the successful implementation of each subject policy. The headteacher has introduced a system for providing coordinators with some time to monitor their subject. They give colleagues informal advice after looking at curriculum planning. This is helping to raise standards in some subjects, but for others planning is not scrutinised sufficiently, for example, to ensure that appropriate work is prepared for pupils' different levels of prior attainment, and to ensure non-specialist teachers understand the best ways of teaching certain topics. Coordinators have yet to monitor the quality of pupils' work regularly to check standards. There is however, a very useful portfolio of work indicating different levels of achievement. The recent introduction of the literacy and numeracy strategies has been satisfactorily managed. Teaching in literacy lessons has been observed by the headteacher and governors although there are still some significant teaching weaknesses to be identified and addressed, particularly at Key Stage 1.
45. The school development plan is effective in helping the school to carry out its aims for improvement, and it is rigorously monitored by the headteacher and governors. It clearly identifies the actions to be taken in the areas prioritised for development, with review, completion dates and costings. The criteria for assessing the effectiveness of each initiative are outlined, enabling the school to judge its progress. One of the school's aims is a commitment to high academic achievement and standards are monitored through the use of standardised tests and analysis of pupils' results in annual national tests. This information has contributed to the increased proportion of pupils attaining above average results in National Curriculum tests. Procedures for monitoring the quality of teaching and learning are not effective enough. Significant weaknesses in Key Stage 1 have not been identified clearly, or action taken to seek an improvement.
46. The ethos of the school is good. Pupils are generally managed well, have a good attitude towards learning, and standards are continuing to rise. The school cares for its pupils and provides a happy atmosphere in which everyone is valued. Support for pupils with special educational needs is soundly managed. Regular meetings between teachers and support staff ensure that appropriate provision for these pupils is maintained. The link governor for special educational needs is well-informed about developments. Since the last inspection report the school has made satisfactory progress in addressing the key issues identified. The present headteacher is retiring due to ill health at the end of the term but arrangements have been made to ensure a smooth transfer of leadership. The school has sound capacity for further improvement.

52. Staffing, accommodation and learning resources

47. There is a sufficient number of teachers to meet the needs of the curriculum. The range of experience is sound, with a suitable balance between longer serving staff and those more recently qualified. Some teachers are new to their particular age-range, however, and some

have new curriculum responsibilities and have not yet taken part in the planned re-training. The post of deputy headteacher and co-ordinator for information technology are being covered temporarily until the new headteacher appoints permanent staff. Most staff have responsibility for at least one curriculum area. There are two well-trained learning support assistants who make a very good contribution to pupils' progress, but they work throughout the school and this gives insufficient support for pupils in the larger classes at Key Stage 1. The amount of learning support has been reduced since the time of the last inspection as a result of budgetary cuts.

48. Arrangements for the professional development of staff are good. All staff have job descriptions and are clear about their responsibilities. In the absence of an agreed appraisal system, the headteacher holds annual professional interviews with all teachers to negotiate targets on each job profile. There is a good induction for newly qualified teachers and others new to the school. The programme includes visits to other schools, observation in other classes and an attached mentor. This year, staff training has focused on school priorities such as literacy, numeracy, target setting and training to accommodate teachers' age-group changes. There is a combination of consultants working in school, twilight courses and visits to the professional development centre. Learning support assistants have received specialist training for language support and attend school-based training. All staff have a positive and open attitude towards training and they are committed to supporting the positive ethos of the school.
49. Mid-day meals' supervisors are well trained and effective in their roles. This is evident in the confident and calm way they manage lunchtime and playground procedures, and in the positive attitudes of pupils when they return to lessons in the afternoon. Premises staff and administration staff make a valuable contribution to the smooth running of the school.
50. The accommodation is stimulating, attractive and adequate overall. Substantial effort has been made to make sure the building and grounds support pupils' education well. There is, however, considerable pressure on space in the small classrooms. This restricts opportunities when pupils are undertaking groupwork and practical activities. The gymnastics hall is cramped when used by older pupils, and protruding dining tables present a potential danger. Mats and climbing apparatus are in need of refurbishing. Visits to the local field for games activities are now better organised. The additional music and design technology areas offer good additional facilities. Parental contributions towards the premises have continued since the time of the last inspection through their support with the attractive new library and playground facilities. Currently the administration area is inconveniently located, but plans to move this to a more practical position have been suspended owing to lack of funds. The premises are well maintained and treated with care and respect by all users.
51. There are sufficient learning resources to support the curriculum adequately. There has been substantial improvement to the range and quality of books within the library and in classrooms. Resources for religious education, geography and music, criticised at the time of the last inspection, have been improved. Resources to support the literacy and numeracy strategies are good overall but there is a lack of teacher-generated resources such as word banks, vocabulary lists, number lines and other prompts, and a lack of appropriate screens to

project images and text clearly. There is a good range of art and design and technology materials, and the school has continued to make very good use of resources beyond the school, such as local artists, educational visits and local surveys.

57. The efficiency of the school

52. The school provides satisfactory value for money. Well-constructed plans for school improvement and efficient use and control of resources have been maintained since the last inspection and overall, the school has good structures to ensure the strategic management of resources. Financial planning is good. The school development plan focuses on improving educational opportunities for all pupils and budget allocations reflect the school priorities. Staff have identified areas for improvement and have a considered rationale for initiatives. Governors discuss and monitor spending decisions regularly to help them judge that recent expenditure on resources for literacy and numeracy initiatives are leading to improvements in standards of attainment. The school makes satisfactory use of teachers and support staff. Teachers work in effective partnership with support staff, enhancing the quality of education for individual and groups of pupils. Teaching is currently unsatisfactory at Key Stage 1 because teachers are new to this age range. However, there are plans for training and further support. Good use is made of accommodation and curriculum resources, to the benefit of all pupils, with the exception of computers, which are not always used sufficiently. The small surplus in the budget from previous years has been used to compensate for large cuts in the current year's allocation. Parents raise large amounts of money and this contributes effectively to the school's provision of resources and activities.
53. There is good financial control and school administration, with good procedures for handling, banking and paying out money. The school monitors spending carefully and knows its financial position in some detail. School administration is organised and efficient with effective daily routines. This relieves the headteacher and staff of routine tasks and enables them to concentrate on the curriculum. Governors have set appropriate levels of responsibility and lines of delegation. Funds that are available to support pupils with special educational needs are spent appropriately and these are supplemented from the school's general budget. The school receives an average income per pupil, with an average amount spent on teachers but spending on support staff recently reduced. This is having an adverse effect on the quality of learning in Key Stage 1 classes. The initiatives introduced since the headteacher has been in post, to improve the curriculum provision and raise standards, are proving effective. The unavoidable changes in leadership and subject management have made the work of the school more difficult.

59. PART B: CURRICULUM AREAS AND SUBJECTS
59. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

54. The school admits children into the reception class in September of the school year in which they are five years old. At the time of the inspection, there were 28 children aged under five in the reception class. Attainment on entry to the school is in line with that expected nationally for children of this age. From this starting point, most children, including those with special educational needs, make satisfactory progress. By the time they are five, the majority are likely to reach the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, physical development, creative development and personal and social development. From the evidence of the previous year's work, children made satisfactory progress.
55. In language and literacy, children's attainment is in line with that expected for their ages and they make sound progress. Children listen carefully to instructions, follow directions and, with encouragement, talk about their experiences. In some cases, children's speech is indistinct and consonants lack clarity. However, by the time they are five, they ask for help when needed and express their needs and wishes clearly. They handle books appropriately and talk about the pictures and stories in books such as 'Rosie's Walk', which forms the basis for a range of activities. Children develop pencil control appropriately by tracing round shaped letters and practising handwriting skills in a formal, systematic way. During structured play activities, children show that they are beginning to understand the purpose of writing, for example when 'taking orders' in the 'cafe'. By the time they are five most write their name accurately.
56. Children's attainment in mathematics is average. Most children make satisfactory progress in recognising, writing and using numbers to five. They participate in number rhymes with enthusiasm, and have a good awareness of simple addition and subtraction using terms such as 'more than' and 'less than'. They can name simple shapes, for example 'circle', 'square' and 'triangle'. Children draw the correct number of objects for numerals up to five, and can sort objects using simple criteria such as colour and size. They benefit from opportunities to play with number games, puzzles and construction kits, which help their problem solving skills.
57. Children enter the school with a satisfactory knowledge and understanding of the world. They talk about their homes, families and matters of interest to them. When they ask questions, they show a lively curiosity about the world around them. Children know how old they are but most are unsure when their birthdays are. They recognise and name colours accurately. Children explore and select materials and equipment for making models. They use a range of skills when, for example, they make houses based on two-dimensional shapes. Most control the computer mouse effectively and draw pictures using a commercial drawing program. They are confident in loading tapes and managing the tape recorder. They explore the properties of wet and dry sand with interest. Children make satisfactory progress in this area of learning.
58. Attainment in physical development is in line with that expected, and children make satisfactory progress. During outdoor play, they move confidently and imaginatively with

appropriate control and co-ordination. Awareness of space is developed through regular physical education lessons. Control and balancing skills are practised when children stop and start to the teacher's commands. Children have satisfactory pencil control and practise this through writing, colouring and drawing activities. They manipulate scissors and brushes appropriately. There is access to outdoor climbing equipment to develop awareness of space, co-operation and wider skills, but limited use of wheeled toys.

59. In their creative development, children's attainment is in line with that expected for their ages and they make sound progress. Children paint, colour and stick an interesting range of materials and produce a variety of creative pictures and paintings. They show imagination in physical education lessons, making interesting shapes with their bodies in response to taped music and teacher's commands. They respond to music and rhymes with glee, and enjoy putting actions to familiar songs in lessons and in assembly.
60. Children make satisfactory progress in their personal and social development. They soon learn new routines and adapt their behaviour appropriately to different situations, such as school assemblies and lunchtimes. They change their clothes for physical education lessons with increasing independence and begin to take responsibility for their own belongings. Children learn to co-operate with one another, and respond well to rules and expectations. When given the opportunity, they enjoy choosing their own activities and play amicably together, learning to respect each other's point of view. make allowances for differences. When an activity captures their attention, they show appropriate concentration and perseverance. Children make sufficient gains in independent learning and co-operation.
61. The quality of teaching for the under fives is satisfactory. Lessons include a suitable balance of directed and child-initiated activities, based on the areas of learning for under-fives. Relationships are good, and children are given a sound start to their formal schooling. The teacher and nursery officer work well together, providing a suitable range of pre-reading and writing activities. They encourage the enjoyment of books and stories through good story-telling skills, questioning skills and the use of language tapes. During free play, the teacher takes an overview of activities and makes appropriate interventions to develop children's vocabulary and language. Staff are very positive and capture children's interest with their enthusiasm and clear presentation. Overall, however, the teacher does not provide enough structured and challenging play activities to make the most of independent learning opportunities. Learning objectives are not made sufficiently clear, particularly to ensure higher attaining children are suitably challenged. For example, following a suitable introduction on sorting heavy and light objects, there was a lack of opportunities to reinforce learning or develop understanding through practical activities. The teacher makes detailed assessments of children's attainment and progress but these are not sufficiently linked to the desirable learning outcomes. There is no policy outlining best practice in teaching and learning for the under fives, which would guide further improvement.

ENGLISH, MATHEMATICS AND SCIENCE

67. English

62. Results of the end of Key Stage 1 national tests in 1998 were average in reading and above average in writing. Over the previous three years results of reading and writing have both been above average, indicating a slight decline in reading standards in 1998. Results of the end of Key Stage 2 national tests in 1998 were above average overall. The proportion of pupils reaching Level 4 was well above average, but the proportion attaining the higher Level 5, 10 per cent, was below average. Taking results from 1996 to 1998 together, pupils' performance overall has been well above the national average, although girls' attainment has been better than that of boys. Results of the 1999 tests are better than the previous year, with an increase in pupils attaining Level 5. At the end of both key stages, in 1998, pupils' test scores were similar to teacher assessments and broadly in line with results from similar schools. These test results are similar to standards reported at the time of the previous inspection. Results of the 1999 tests, however, are much improved, with a higher proportion of pupils attaining above average levels in writing at the end of both key stages.
63. The school has recognised the lower attainment of boys, at the end of Key Stage 2 and has introduced a variety of strategies to promote better progress. Pupils at the beginning of the current Year 2 are working at broadly average levels owing partly to the increased proportion of pupils with special educational needs. Overall, pupils make sound progress across Key Stage 1, but they made unsatisfactory progress in a number of lessons seen because of weaknesses in teaching. Pupils at the beginning of the current Year 6 are working at above average levels. Progress is good during Key Stage 2, with some very good progress evident in the best lessons.
64. Throughout the school, pupils have good speaking and listening skills. Most pupils, including those with special educational needs, make good overall progress. Younger pupils make unsatisfactory progress, however, when they are allowed to call out without considering their answers or when there is insufficient discussion at the start of lessons. Most pupils speak confidently and clearly, for example when describing favourite books and when answering questions. They make the best progress when teachers' questions encourage them to explain and describe their ideas. At Key Stage 2, pupils listen carefully when their teacher or other pupils are talking, and respond with sensible ideas of their own. This helps them get the most out of lessons, as they adopt new and more precise vocabulary. Older pupils make good progress in public speaking when taking responsibility for aspects of the birthdays' assembly, and there are good opportunities for performing during drama activities.
65. Attainment in reading is above average at the end of both key stages. Pupils, including those with special educational needs, make good progress overall. Pupils make better progress in Key Stage 2 because they have increased opportunities for sustained reading and discussion of books during literacy sessions. Pupils at Key Stage 1 are eager to read and enjoy the simple stories from the range of reading scheme books and good selection of picture books. Higher attainers competently read instructions from worksheets, which enables them to work independently. Recent focus on letter names and sounds is helping pupils to work out words they do not already know. By the age of eleven, higher attainers explain the motives of characters in the books they choose and confidently express preferences between a good range of modern authors and types of book. At both key stages, a few less confident readers have insufficient guidance when selecting books and higher attainers sometimes choose

unchallenging texts. This limits their progress. By Year 6, most pupils know how to use an index, contents and glossary when using non-fiction books. The majority, however, have limited experience of finding and using information from a range of different sources such as CD-ROMs. Regular and well-structured reading sessions at Key Stage 2 are supporting pupils' continuing reading habits. Pupils read regularly at home, and parents support the school policy effectively. Many pupils are members of local libraries.

66. At the end of both key stages, attainment in writing is above average. However, pupils made unsatisfactory progress during lessons observed in Key Stage 1 because activities were insufficiently challenging. Year 2 pupils write for a variety of purposes through news, stories, letters and accounts of trips and activities. However, recently completed work shows that, although pupils' writing is in an appropriate style, it lacks the detail, structure and punctuation, which comes from focused attention and reinforcement of writing skills. There is too much unfinished work, and some written activities are too brief with very little invention expected from pupils. At Key Stage 2, most pupils write accurately and complete a range of purposeful writing. This promotes their good progress. For example, pupils have produced a very good newspaper, incorporating a selection of writing styles. They analyse the difference between diary and prose with some precision and compose their own examples. For many, their oral vocabulary is not reflected fully in written work, although a few higher attaining pupils select appropriately expressive words, such as 'apprehensive'.
67. Across the school there is a good regime for learning spelling and, by the age of eleven, pupils attain above average standards. The school has recognised underachievement in pupils' extended and personal writing and has introduced more regular opportunities to develop writing skills. By the end of Key Stage 2, pupils have made satisfactory progress in developing well-formed joined handwriting that enables them to write at speed. Pupils with special educational needs make satisfactory progress in all aspects of the subject, especially when given additional help from the good quality classroom support. There are very few pupils who speak English as an additional language; they make sound progress and attain standards comparable to their classmates. Homework is used well to reinforce and consolidate work done in school.
68. Literacy skills are developed effectively through other subjects, such as in history when pupils use skimming and scanning skills to research, and then record, information about the Tudor period. In science, factual reports using charts and diagrams encourage pupils to consider different forms and styles of writing. Specialist vocabulary is emphasised well in science, history and art. Pupils show good attitudes towards their work. The majority listens keenly during the initial discussion, and many are enthusiastic in contributing their ideas. The youngest pupils have the lowest levels of concentration and sometimes call out. When managed well, they respond to their work with enthusiasm. Pupils of all ages work well together in groups but not enough activities provide the opportunity for pupils to show initiative.
69. The quality of teaching is satisfactory overall, although there are significant differences between the key stages. In Key Stage 1, teaching was unsatisfactory in a number of the lessons

seen and on occasion, poor. The biggest weakness is lack of clear objectives in lesson planning. This results in too many aims being briefly and superficially introduced. In a couple of lessons, pupils were set tasks with no real purpose, such as copying handwriting patterns from a worksheet and replicating the teachers' mistakes. Classroom management is sometimes unsatisfactory, with teachers giving attention to those who shout out. In better lessons, appropriate praise was given to reinforce good behaviour. Classroom assistants are deployed effectively to give focused support to small groups.

70. At Key Stage 2, all teaching is at least satisfactory, most being good, with a small amount of very good teaching. Teachers' weekly planning is good with a clear focus on key skills. Teachers generally outline the purpose of lessons crisply with good introductions. Teachers use good questioning strategies to assess how much pupils already know, and in the best lessons, they listen carefully to answers, which encourages pupils to explain their ideas fully, for the benefit of the whole class. In a very good lesson, pupils' opinions were sought and valued. Pupils were encouraged to think more deeply when the teacher asked 'Why is it called that?', 'Explain that more clearly', and 'Give me an example'. Pupils were very effectively motivated by well-directed praise and good modelling of discussion technique when the teacher drew pupils' attention 'Back to the last excellent point'. All teachers use a good range of historical stories, non-fiction books, diaries, playscripts and other support material to back up new ideas. Large, colourful books capture pupils' interest well. Most teachers organise literacy lessons effectively and pupils move from a whole class presentation to group work with minimum fuss. The plenary is used beneficially to identify and share both problems and good ideas. In some cases, the teacher also posed further challenge for future work.
71. Homework is set and used effectively to extend the work done in school. Books are usually marked regularly but comments do not always focus on how pupils can improve their work. Teachers keep records of pupils' attainment in formal tests, from writing activities and from group reading. When teachers' use information gained from marking books to introduce lessons and correct misunderstandings, this promotes good progress. Pupils are becoming increasingly involved in self-assessment and target setting. There is a good range of books and resources but the quality of projection surfaces prevents pupils from sharing texts effectively. There is a sound strategy for raising attainment in literacy and this has been introduced well by the co-ordinator. A programme of monitoring and evaluation is helping teachers raise standards but inconsistencies across classes still need to be addressed. Opportunities for pupils' independent research are improving with the better library provision but there is still insufficient use of computers. Other identified weaknesses are being addressed through the detailed scheme of work and provision for additional extended and personal writing. Standards are rising and the school is well placed to raise standards further.

77. Mathematics

72. Results of national tests in 1998 at the end of Key Stage 1, show attainment above the national average and above that of similar schools. Performance over the three years to 1998 was above average. Results of the 1999 tests were better than in previous years. At the end of Key Stage 2, attainment in the 1998 tests was average when compared to all schools and similar

schools. This was lower than previous years when pupils' performance had been above average. In 1999, attainment was better and exceeded attainment in the 1997 tests. Evidence gained from looking at samples of work from last year and from lesson observations indicates attainment at the beginning of Year 2 is average, reflecting the unsatisfactory progress being made in lessons. Attainment at the beginning of Year 6 is above average.

73. By the end of Key Stage 1, most pupils add and subtract numbers mentally and have a sound grasp of multiplication facts. They recognise odd and even numbers and have an appropriate understanding of simple fractions. Higher attaining pupils calculate halves and quarters of given quantities mentally. Pupils identify properties of two and three-dimensional shapes accurately and measure length and capacity using standard units. They collect data, for example the colour of eyes of pupils in their class and record this on charts and graphs.
74. By the end of Key Stage 2, most pupils calculate percentages accurately, and work confidently adding, subtracting and multiplying large numbers. They develop different mental strategies for calculating and estimating, and can round numbers effectively to aid their calculations. They have a good knowledge of multiplication tables and of how to use more complicated fractions. Pupils show information using graphs and tallies, and interpret data portrayed on charts and diagrams correctly. They identify lines of symmetry on two-dimensional shapes and have an increased knowledge of the properties of shapes. At both key stages, there are too few opportunities for pupils to use and apply their knowledge, for example by pursuing investigations.
75. Although progress is satisfactory over time, in the lessons observed at Key Stage 1, pupils made unsatisfactory progress overall. Expectations of what they can achieve are generally too low, for oral work and written tasks. This is mainly because teachers do not assess pupils' existing attainment accurately enough. Higher attaining pupils are insufficiently challenged and their good understanding of number is not extended to allow them to proceed more rapidly. During Key Stage 2, pupils make sound progress overall and they made good progress in many of the lessons seen. They have more opportunities to improve their good understanding of mathematical vocabulary because teachers encourage them to use the correct terms during their work. This promotes good progress. At both key stages, pupils with special educational needs make sound progress, although they do not have any specific targets in mathematics to help teachers when planning work.
76. Pupils' have good attitudes to mathematics in both key stages. They mainly concentrate well and are keen to finish their tasks. They become enthusiastic and excited, for example when using mirrors for symmetry, playing games for identifying three dimensional shapes, or when throwing a toy dog to their teacher as a means of speeding mental calculations. In plenary sessions, they confidently recount their findings and are often extremely eager to provide answers in oral sessions. Pupils work well together when required and share resources and equipment well. Most work seen is neatly presented, although pupils do not routinely use rulers for drawing straight lines or underlining.
77. In Key Stage 1, though pupils make sound progress over time, the quality of teaching in many

of the lessons seen was unsatisfactory. The numeracy strategy is newly introduced and teachers are not fully familiar with the material. They do not always choose the best methods for explaining ideas or assessing pupils' knowledge. Expectations are not high enough and work is not always sufficiently matched to the abilities of pupils. In Key Stage 2, the quality of teaching is good. A real sense of purpose promotes good progress in the best lessons. For example, in one lesson, the teacher generated a sense of urgency and enthusiasm by using tight time targets, setting challenges and constantly checking on understanding. Most teachers explore a variety of strategies for solving problems and reiterate teaching points. They take care to involve all pupils in oral sessions and value all responses. Teachers skillfully direct questions and use pupils' responses as teaching points. This allows pupils to find their own answers to problems. Plenary sessions are used well to gauge the extent of learning taking place and to allow pupils to report their findings. In one lesson in Key Stage 2, however, a minority of pupils was allowed to dominate oral and plenary sessions, denying others the opportunity to participate or benefit from the teacher's questions. At both key stages, support staff and parent volunteers are well deployed and they show considerable expertise and perception in helping pupils of all abilities.

78. Mathematics is adequately incorporated into other subjects. For example, scientific data on the incubation periods of different animals is portrayed on computer-produced graphs. The enthusiastic coordinator is new to the post but has a clear understanding of the need to raise the attainment of all pupils and to continue and extend the monitoring of teaching and planning. Whilst the resources for mathematics are adequate, the use of classroom display support material, such as number squares and number lines, is underdeveloped.

84. Science

79. In the 1998 teacher assessments at the end of Key Stage 1, pupils' results were above national averages. The proportion of pupils exceeding the expected level was well above that found nationally. In the 1999 assessments, results were also above average, although fewer pupils attained the higher Level 3. At the end of Key Stage 2, pupils' test results were average and in line with results for similar schools. The proportion of pupils attaining above average levels was below that found nationally. Over the three years to 1998, performance in the end of Key Stage 2 tests was above average. Results in 1999 were better, with a higher proportion of pupils attaining the higher Level 5. Evidence from recorded work, and discussions with pupils currently at the start of Year 3 and Year 6, show standards to be broadly average, with an average proportion of pupils attaining the higher levels. There is an increased proportion of pupils with special educational needs in the current Year 2 class and several lessons at Key Stage 2 failed to challenge higher attainers sufficiently.
80. By the age of seven, pupils show satisfactory knowledge across a broad range of science topics and have sound understanding of some aspects of investigative science. They know about light and shadows, have some understanding of simple forces such as pushing and pulling, and can make simple electrical circuits. They describe and record their observations in pictures, in writing and on worksheets, and their drawings are of a satisfactory quality and accuracy for children of this age. Higher attaining pupils are beginning to make simple

predictions, such as those relating to the effect of linking a bulb to a more powerful battery.

81. By the age of eleven, pupils have a sound grasp of the properties of light and understand the difference between manufactured and natural materials. They describe the preferred living conditions of woodlice and name parts of plants accurately. Pupils have increased understanding of electricity and magnetism, and of forces such as gravity. They describe reversible and irreversible processes and have experimented with various materials to prove their ideas. Pupils record their experiments in words, pictures, graphs and charts, very occasionally using the computer for this purpose. Higher attaining pupils draw conclusions and account for their observations clearly. Pupils record their work neatly, with appropriate structure and accurate drawings. Overall, pupils are less skilled at planning their own experiments, because they have too few opportunities to do so.
82. Pupils enjoy their science lessons and their attitudes to learning are mostly good. They listen carefully and are attentive in whole class sessions, although younger pupils sometimes become too excited in their enthusiasm. They handle materials and tools, such as bulbs, wires and batteries sensibly and safely. The older juniors, when given the opportunity, organise themselves well and work collaboratively in pairs. Classroom assistants work effectively, helping pupils in sustaining a satisfactory pace in group activities.
83. Although pupils make satisfactory progress over Key Stage 1, unsatisfactory teaching in lessons seen resulted in pupils making unsatisfactory progress. Lessons are not managed well enough. Pupils spend too long experimenting and do not move quickly enough to reaching conclusions and recording their work. In one lesson, most pupils made gains in their understanding of how electricity works by using bulbs and batteries. However, pupils were noisy and excited because there was insufficient structure in the lesson. Teachers do not direct pupils' investigations sufficiently by questioning or by offering further challenge.
84. In Key Stage 2, teaching is satisfactory overall and pupils make satisfacto ry progress. Work is generally well matched to pupils' attainment and they build on earlier learning, although there is too little investigative science. In the best lessons, teachers understand the subject well and choose interesting activities. They use questions carefully to check pupils' understanding during the introduction and to improve learning during the session. The end of lesson summary is used effectively, to share learning and consolidate pupils' understanding. Overall, there are too few opportunities for pupils to devise and carry out their own investigations, giving higher attaining pupils insufficient challenge. Lessons are mainly well managed, with good relationships, but in a few lessons, teachers do not insist that all pupils pay attention or work quietly. Teachers make appropriate assessments and this helps pupils make progress. A range of formal assessments, including commercial assessment tests and end of term school-based tests, is used effectively to inform future curriculum planning. In most lessons, the written task given to pupils successfully develops their language and literacy skills. The subject also contributes well to pupils' developing numeracy skills.
85. The coordinator has gained a useful over view of standards and quality in science by visiting classrooms, looking at teachers' planning and scrutinising pupils' work on display. There has

been little consideration of National Curriculum test results however, and no rigorous analysis of strengths and weaknesses in standards to inform improvement strategies. There is a helpful portfolio of assessed and moderated work to assist teachers in making consistent judgements relating to levels of attainment. Resources are adequate and provision is improved by the use of the environmental area in the school grounds. Pupils' learning is enhanced through field trips, educational visits and residential trips.

91. OTHER SUBJECTS OR COURSES

91. Information technology

86. Attainment at the end of both key stages is below national expectations overall, and pupils make unsatisfactory progress. This is the same as the findings of the previous report, although there has been significant improvement in resources, staff training and standards in some aspects of the subject. For example, pupils' understanding and knowledge in handling and communicating information are satisfactory at both key stages. Pupils at Key Stage 1 manage data effectively and generate charts and graphs. For example, one class produced a pie chart showing various colours of eyes, while another constructed regular polygons to show their attributes. Pupils use the mouse accurately and write their names carefully using a paint program. They change the size and type of font and centre text on the screen. In Key Stage 2, pupils construct graphs to show a range of leisure pursuits. Pupils make good use of a program to explore lines of symmetry. By the end of the key stage, pupils combine text and pictures, and save and retrieve files so that they can be edited. Pupils are beginning to access the Internet and print information. For example, they retrieved a good range of evidence about life in Tudor times during a history lesson. Overall, however, there is little evidence that pupils consider the benefits of using information technology against other methods.
87. At both key stages, attainment in the controlling and modelling strands of the National Curriculum is below expectations, and pupils make unsatisfactory progress. At present there are too few planned opportunities for pupils to use computers in scientific investigations, or to simulate conditions where they could pose hypotheses or to write a program controlling equipment. Pupils of all ages enjoy using information technology equipment. They cooperate, take turns and give constructive criticism. All teachers have received training on the use of the Internet and E-mail. However, there is still a lack of confidence and expertise when routinely planning to use information technology to support work in all subjects. The school has a detailed and comprehensive scheme of work covering data handling, and one partially completed for communicating information. The previous co-ordinator left the school before finishing plans for control and modelling. The new co-ordinator recognises the shortcomings in provision and has an appropriate development plan, which includes a focus on control technology in the spring term. Plans for the National Grid for Learning have been accepted and the school has made considerable investment to increase the number of computers and software available. Resources overall are sound, with a good range of programs to support different curriculum areas. The school is now well placed to raise standards.

93. Religious education

88. Pupils are satisfactorily meeting the expectations in the locally Agreed Syllabus and making satisfactory progress in both key stages. This represents a considerable improvement since the last inspection. At Key Stage 1, pupils have a sound knowledge of old and new testament Bible stories. They understand many aspects of the Jewish religion, such as the significance of the Torah and Menorah, the Bar Mitzvah and Hebrew writing. At Key Stage 2, pupils learn the symbols, customs and ceremonies of Hinduism and Islam, and extend their understanding of the Jewish faith. Pupils also continue to learn Bible stories, recounting the parables Jesus told and relating these to their own experiences. For example, Year 3 pupils wrote simple plays to portray the story of the Good Samaritan, in a modern setting, and considered ways of being kind. Pupils show respect for the range of different faiths and work cooperatively in groups sharing their ideas and taking turns to look at artefacts.
89. Teachers plan their lessons carefully and use a range of strategies to help pupils understand the significance of the teachings from different religions. For example, teachers tell stories and encourage pupils to think about the meaning or moral. In one lesson, pupils re-wrote the first chapter of Genesis with their own day-by-day creations. This helped them make sound progress. Teachers make good use of resources, including artefacts from a range of religions, posters and photographs. Teachers' plans include expectations of attainment for each year group. This is effective in developing a more consistent approach throughout the school. Pupils are now taught extensively about other world religions, which was found to be lacking in the last inspection. This helps pupils understand the wider community in which they live. The school now has a satisfactory scheme of work, devised from the locally Agreed Syllabus and there is a good range of resources. This is an improvement from the time of the last report. Teachers record coverage of the various aspects of the scheme of work but there is no assessment of the progress of individual pupils. The co-ordinator for the subject is enthusiastic and has a clear action plan. Staff have received recent training provided by the coordinator and links with coordinators from other local schools are beneficial.

95. Art

90. Standards in art have improved since the last inspection. In the work seen, pupils' attainment was generally better than that expected for their ages. The curriculum is broad and pupils make good progress in developing a range of skills in two and three-dimensional artwork. Art is used well to support work in other subjects. Effective pasta mosaics and fabric collage complement work in history; carefully observed pastel drawings and models increase pupils' understanding of minibeasts in science and exceptionally perceptive and bold drawings of Brighton Pavilion give insights into period architectural style. Pupils build their skills systematically. For example, they experiment with colour and pattern in Year 1. In Year 2, pupils create paintings with carefully mixed colours. At Key Stage 2, pupils apply their knowledge of colour mixing to compose pictures that portray mood and feelings. Pupils in Year 5 blend oil pastels skillfully to produce good still-life compositions of fruits and vegetables. Pupils respond very seriously to art lessons, mainly working in silent concentration. They take advice readily and improve their technique accordingly. The

majority of pupils evaluate their work confidently. Resources are shared and cleared away sensibly. Lessons are well planned with a good focus on skill development. The art club makes a good contribution to pupils' progress and creativity by encouraging more unusual projects, such as life-size papiermache figures. Parents, governors and the premises manager give good practical support and share their skills readily. Paintings in the school entrance, well observed figure drawings, and clay landscapes around school provide inspiration for pupils and staff. The art room is a valuable asset and there is a good range of standard and specialist resources.

96. **Design technology**

91. Standards of attainment have been maintained since the last inspection and continue to be better than those usually seen for pupils' ages. Throughout both key stages, pupils make good progress in systematically acquiring and developing new skills, with a widening range of tools and materials. Skills in evaluating are effectively developed, particularly in Year 5, when pupils write well-structured evaluation reports. Pupils with special educational needs are well supported and make good progress in developing their skills of making products because well-planned tasks enable them to succeed. Pupils in Key Stage 1 design and make careful models, joining materials to make the end result strong and more durable. They explain their choices of material and methods clearly, and show satisfactory understanding of technological terms and ideas. Pupils in Key Stage 2 have good skills when working with resistant materials, such as wood. Pupils in Year 4 have a good understanding of how to create working models and successfully make and use wheeled vehicles. Pupils in Year 5 have imaginative ideas when developing original plans for wallets and purses. They provide good explanations for their choice of materials and construction methods and confidently discuss the relative advantages and disadvantages of different designs. This supports their developing speaking and listening skills well. The curriculum policy and plans are well established and monitored carefully by the co-ordinator. They provide staff with useful guidance and support and this ensures pupils' skills develop steadily. A good range of cooking activities is included in the curriculum and parents give good support for these sessions. Resources for the subject are satisfactory, with good facilities in the design and technology room. Pupils make good use of speaking and listening skills, writing and recording activities and mathematical skills during their design and technology lessons, and there are good links to other subjects such as art and history.

97. **Geography**

92. Pupils attain standards appropriate for their ages in both key stages. Standards in geography have been maintained since the previous inspection. In Key Stage 1, pupils make sound progress using the local environment for practical map work. They know the points of the compass and that maps represent real locations. Several name the constituent countries of the United Kingdom and mark on a map the approximate position of London. They express views on attractive and unattractive features of the local area and suggest ways in which it could be improved. Pupils at Key Stage 2 make sound progress plotting the journey of a river. Most explain why rivers eventually flow into a lake or the sea. Studies of Kenya and India enable pupils to learn about the main physical and human features and environmental issues that give a locality its character. They identify similarities and differences between village life in India

and their own surroundings and learn how certain features, such as the supply of water can influence the human activities. By the age of eleven, pupils have a clear understanding of how to identify physical land features by interpreting contours and other map symbols. Their work includes using co-ordinates and four figure grid references to follow a route, and they correctly identify the points of reference on maps. Pupils benefit from a practical, enquiry approach and the stimulus of well-planned fieldwork visits. Planning for geography is sound. Geography makes a useful contribution to other subjects, such as history, when studying the Romans, and mathematics, when studying mapping skills. Resources are sound, with a suitable range of maps and atlases.

History

93. Standards in history are similar to those expected for pupils' ages and pupils make sound progress. In Key Stage 1, pupils have developed a sense of the past and chronology by looking at how people lived in seventeenth century London. They talk about the Plague and the Fire of London, and make appropriate use of comparison when describing the differences between then and now. Their work on Victorian Britain shows a developing knowledge and understanding of the lives of people at work on farms and in shops. By the end of Key Stage 2, pupils have a sound knowledge and understanding about different periods of the past. They gain knowledge about the lives of people in Britain during Queen Victoria's reign by writing about children's experiences working in a coal mine with empathy. They know about everyday life in Ancient Egypt, and identify the differences between education then, and that in their own school. Pupils have a sound knowledge of the origins of Redhill and major events and changes in the area. Pupils use a range of resources, including personal interviews, books, documents, artefacts and information technology to research their topics. The policy is detailed and helpful, covering the areas of study for all classes in the school. At Key Stage 1, much historical information is taught through relevant topics based on pupils' own lives, their homes and the place where they live. In Key Stage 2, historical studies are well integrated into work with other subjects and contribute effectively to pupils' literacy skills. In design and technology for example, pupils design and make mosaics of Roman floors, and in geography they learn about changes in their own locality. The co-ordinator is knowledgeable and enthusiastic and resources are sufficient to support the subject. The school building itself is a valuable 'living history' resource.

Music

94. Attainment at the end of both key stages is appropriate for pupils' ages. Pupils sing a variety of songs and hymns tunefully. They successfully sustain two-part songs during music lessons and most perform confidently. At Key Stage 1, pupils select appropriate instruments to compose simple tunes. Pupils make sound overall progress. Pupils at Key Stage 2 are becoming more proficient in playing the wide range of instruments available. Some pupils are able to benefit from the lessons provided by the Local Authority peripatetic staff. Pupils listen to music as they enter collective worship and they recall several well-known composers. They

concentrate during lessons and many identify the individual instruments. Pupils discuss, and in some cases paint, the mood and images portrayed by pieces they hear. Many pupils attend regular concerts at the Croydon Halls. The parents' association supports this initiative to enable all to have the opportunity to attend. The previous inspection report highlighted the lack of subject expertise by teachers as contributing to the lack of attainment and progress. In response to this, the adviser for music has visited the school and all staff have taken part in training. The school has purchased a good scheme produced for non-specialists that has enabled teachers to raise standards in all aspects of the subject. Music plays a significant part in the lives of pupils. The school has an enthusiastic choir and recorder group. Pupils sing in the local music festivals and perform for local senior citizens at Christmas. The annual carol service, music and drama productions for parents include the choir, recorders and school band. Last term, pupils from Year 3 and Year 4 were selected to perform on the local radio daily morning show. The music room and good resources contribute well to the curriculum.

100. Physical education

95. Standards are appropriate for pupils' ages and overall they make satisfactory progress. There is enthusiasm for the subject amongst pupils and many are district competitors. By the age of eleven, pupils show competent levels of ball control and a wide range of game tactics. They practice the skills to play football, netball, quick cricket and hockey, and create their own small games. An organised system for rotating bags of games equipment promotes variety and challenge in games lessons. The sloping playground and slippery surface is an additional challenge in most ball skills lessons. In gymnastics, although restricted by the limited equipment, pupils confidently invent sequences, showing poise and control. Dance is developed effectively through the use of commercial tapes. One teacher has a particular enthusiasm for this aspect of physical education but has not yet had the opportunity to share her expertise with other staff. Adventurous and orienteering skills are developed imaginatively within the school grounds and during school journeys. Teachers have recently had training on this aspect and the co-ordinator has written a new scheme accordingly. Swimming takes place regularly, and the majority of pupils reach, and many exceed the expected standard. A good range of clubs supports the physical education programme and pupils have been successful when competing against other local schools in netball rallies, eleven-a-side and five-a-side football, district sports and the cross country championship. Pupils have the benefit of specialist football coaching from members of Wimbledon football club and the expertise of the premises manager. Specialist coaches for cricket and hockey have inspired both staff and pupils.

101. PART C: INSPECTION DATA

101. SUMMARY OF INSPECTION EVIDENCE

96. The inspection was carried out over a period of four days by four inspectors, for a total of 14 inspector days. For the majority of their time in school, inspectors visited classes, talked with pupils and evaluated samples of work from each age group. In total, 35 observations of teaching were made, taking over 27 hours. Pupils from each year group were heard to read and inspectors looked at samples of previously completed work. Planned meetings were held with the headteacher, teaching staff and governors. Policy documents, teachers' planning and assessment records were inspected. A parents' meeting was held before the inspection with 30 parents.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school
YR - Y6	218	1	29	11

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

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

9
24

Education support staff (YR - Y6)

Total number of education support staff
Total aggregate hours worked each week

4
66.3

Average class size:

28

Financial data

Financial year:

1998/99	
£	
Total income	414632
Total expenditure	415691
Expenditure per pupils	1761.40

Balance brought forward from previous year	24435
Balance carried forward to next year	23376

102. **PARENTAL SURVEY**

Number of questionnaires sent out:

218

Number of questionnaires returned:

97

Responses (percentage of answers in each category):

- I feel the school encourages parents to play an active part in the life of the school
- I would find it easy to approach the school with questions or problems to do with my child(ren)
- The school handles complaints from parents well
- The school gives me a clear understanding of what is taught
- The school keeps me well informed about my child(ren)'s progress
- The school enables my child(ren) to achieve a good standard of work
- The school encourages children to get involved in more than just their daily lessons
- I am satisfied with the work that my child(ren) is/are expected to do at home
- The school's values and attitudes have a positive effect on my child(ren)
- The school achieves high standards of good behaviour
- My child(ren) like(s) school

Strongly agree	Agree	Neither	Disagree	Strongly disagree
43	49	5	1	0
41	51	5	3	0
15	45	30	1	0
25	60	10	4	0
27	48	12	10	0
35	48	13	2	0
29	54	14	2	0
25	60	8	7	0
37	53	8	2	0
37	46	11	5	0
44	42	10	3	0

102. **Other issues raised by parents**

Parents consider the school to be a very caring community, where their children are looked after well. The teachers know their children very well and encourage them to be polite and respectful.

At their meeting, parents were very unhappy about the severe cuts to the school's budget this year, which have reduced the amount of support in classrooms. A few working parents think that the notice they receive about school events is too short. End of year reports for parents do not include enough personal comments.

Inspectors agree with the positive comments made by parents. The school is a caring community, and teachers know all the pupils well. Pupils are looked after effectively at all times, including playtime and lunchtime. Parents are welcomed in school and the headteacher and staff value their contribution. Any problems are quickly and effectively resolved. The school is raising the standard of pupils' work, although some pupils are not challenged enough. The end of year reports for parents have a good range of personal comments. Parents usually get a month's notice about events. Information distributed in September gave notice of events in October.