

INSPECTION REPORT

TILLINGBOURNE COUNTY JUNIOR SCHOOL

Chilworth, Guildford

LEA area: Surrey

Unique Reference Number : 125079

Headteacher : Mr Paul Wood

Reporting inspector : Valerie Singleton - 23044

Dates of inspection : 18th to 21st October 1999

Under OFSTED contract number: 707830
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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior School
Type of control :	County
Age range of pupils :	7 to 11
Gender of pupils :	Mixed
School address :	New Road Chilworth Guildford Surrey GU4 8NB
Telephone number :	01483 504384
Fax number :	01483 453043
Appropriate authority :	Surrey County Council
Name of Chair of Governors :	David North
Date of previous inspection :	15th - 19th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Valerie Singleton - Registered Inspector	Special Educational Needs; English; Modern Foreign Language.	Attainment and progress; Teaching.
Elizabeth Bowes - Lay Inspector		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources
Judith Howell - Core Inspector	Equal Opportunities; Science; Design and Technology; Art	The curriculum and assessment
John Tate - Team Inspector	History; Geography; Music; Religious Education	Attitudes, behaviour and personal development; Leadership and management
Danice Isles - Team Inspector	Mathematics; Information Technology; Physical Education	Pupils' spiritual, moral, social and cultural development; The efficiency of the school

The inspection contractor was:

Salter Baker & Associates (Education) Limited
 Drayton House
 Oving
 Chichester West Sussex PO20 6EW
 Tel: 01243 780805

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

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MAIN FINDINGS

What the school does well

The Headteacher provides excellent leadership, effectively supported by his deputy, a cohesive hard-working team and well informed Governing Body, resulting in an excellent ethos for learning.

- Teaching is very good with many specialist skills, resulting in very good progress being made with high pupil achievement in most subjects.
- Pupils have very positive attitudes towards their work, they behave well and there are very good relationships and opportunities for personal development.
- The curriculum is very broad and balanced, including Health Education, social skills and French, and is very well supported by an excellent range of extra-curricular activities.
- There is very good provision for pupils' spiritual, social and cultural development.
- The accommodation is excellent and cleaned to a high standard. All resources are very well used.
- Financial planning is very good and the financial control and administration are excellent.
- The partnership with parents is very good. The quality of information from the school is excellent. Parents offer much help both at home with their children and in school.

Where the school has weaknesses

A. There are no significant weaknesses, but just some areas that require further development.

The school has many strengths. It is judged to be improving. The governors' action plan will set out how the areas for further development identified during the inspection are to be tackled. The plan will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

- The school has maintained the high levels of attainment and further improved the results in the national tests for eleven year olds, including mathematics, and also raised standards in religious education and geography.
- Safety risks to pupils at the end of the school day have been carefully reviewed and clear procedures established which are known by all.
- The lack of schemes of work has been addressed by the development of very detailed medium-term plans.
- The prospectus has been updated and is of very good quality.
- Resources for religious education are now good.

There have been good improvements since the last inspection. The judgement is that the school has the capacity to maintain the high standards.

Standards in subjects

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

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

In 1999, the school's results improved considerably, showing a rise in performance by approximately 15 per cent in all 3 subjects. 83% pupils in English, 79% in mathematics and 93% in science attained Level 4 or above. National average scores are 70%, 69% and 78% respectively.

When pupils leave school at 11, standards in information technology are at the expected level and in religious education they are good. In the foundation subjects, standards are very good in music and physical education. In every other subject; art, design technology, geography, history and French, they are good.

Quality of teaching

Teaching in:	7 – 11 years
English	<i>Very good</i>
Mathematics	<i>Good</i>
Science	<i>Very good</i>
Information technology	<i>Satisfactory</i>
Religious education	<i>Good</i>
Other subjects	<i>Very good</i>

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

Out of 75 lessons observed, 33% was very good or excellent, 43% was good, 21% was satisfactory and 3% was unsatisfactory, making it very good overall.

Teaching has particular strengths in the high expectations of pupils' application and thinking, detailed medium-term planning so the work set has effective links and makes progressive demands on pupils with different attainment, very good questioning techniques that lead to high quality discussions, problem solving activities with open-ended challenging activities that allow all pupils to extend their learning, a good pace and use of time, well informed learning support assistants who offer effective input, evaluative marking that encourages pupils to improve, and very good use of homework in different subjects to extend the curriculum experience. The very little unsatisfactory teaching was due to an activity that was not

matched to the pupils' abilities and unclear learning objectives.

Other aspects of the school

Aspect	Comment
Behaviour	Pupils have very positive attitudes. They co-operate well and sustain concentration. Behaviour is good, and there is no evidence of bullying or harassment. Pupils relate very well to each other and to adults, based on the excellent role models of the staff. Pupils learn to become very capable at taking responsibility and showing initiative.
Attendance	Attendance at 93 per cent is in line with the national average. There is more absence in Year 3. Unauthorised absence is very low. Punctuality is good.
Ethos*	The ethos is excellent.
Leadership and management	The Headteacher provides excellent leadership, with a very clear educational direction for the school, based on high pupil achievement and the development of pupils' potential in every area of learning. He has created a cohesive and highly effective team. The role of the co-ordinators is very well developed. The governors are effectively developing their role.
Curriculum	<p>The curriculum is very broad with all subjects well in place, including French, and high results obtained. Although there is a planned programme for the teaching of information technology, it is not yet fully implemented.</p> <p>There is excellent provision for extra-curricular activities.</p> <p>A good range of procedures are used to check pupils' progress and there are some very good examples of positive and analytical marking, but this is not in place for all subjects. Individual targets for improvement are agreed with all pupils.</p>
Pupils with special educational needs	There is very good provision for pupils with special educational needs and most of them are making very good progress. Parents are kept well informed and involved at all stages. The new individual education plans contain sensible and achievable targets. Pupils are well supported in class.
Spiritual, moral, social & cultural development	There is very good provision for spiritual development. Moral development is good and most pupils clearly know right from wrong. Pupils are developing very good social skills. Cultural development is very good.
Staffing, resources and accommodation	The well-qualified staff cover a good spectrum of experience. There is very good provision of support staff who are well trained. The accommodation is excellent. Some attractive features are being planned for the environmental area and there are many stimulating indoor displays. Learning resources are generally good. The library is well stocked and attractively presented.
Value for money	The school provides very good value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">●. Their children like school●. The Headteacher and staff are very approachable●. The school keeps parents well informed and listens sympathetically to concerns●. children are helped to achieve good standards of work●. their children are well cared-for and are encouraged to get involved with more than daily lessons	<ul style="list-style-type: none">●. There were some concerns from a few parents about their children experiencing some unpleasantness during lunchtimes, and about a minority of pupils displaying poor behaviour in class.

These views are taken from the questionnaires sent to parents (28% were returned) and the 36 parents who attended the parents' meeting.

The judgements of the inspection team supports the positive views, but saw no evidence of verbal or physical abuse. The management of pupil behaviour was effective in most lessons.

KEY ISSUES FOR ACTION

There are no serious weaknesses, but in order to raise standards even higher, the Headteacher and Governing Body may wish to take the following actions:

1. To further develop information technology by:

- Arranging appropriate training for teachers and staff who still lack confidence;
- Implementing the scheme of work;
- Ensuring pupils develop ICT skills appropriately through all subjects;
- The co-ordinator monitoring plans, scrutinising work, talking to pupils to check their skills, knowledge and understanding, and where possible, working alongside teachers.

(see paragraphs 16, 25, 34, 105 - 109)

2. To extend the marking policy so that:

- It refers to the agreed method of marking in all core subjects;
- It determines how technical errors in written work across the curriculum are dealt with.;
- Its implementation is monitored.

(see paragraphs 30, 40, 84, 94)

INTRODUCTION

Characteristics of the school

1. Tillingbourne junior school is located in the village of Chilworth, on the outskirts of Guildford. The school is a modern, large, ex-secondary building set in extensive grounds, and as such is very spacious with many extra facilities.
2. The school is above average in size. Numbers have steadily risen over the past few years from 230 to the present 350. The standard number of admissions is 90, so the school has virtually reached its capacity. There are three classes in each year group. There is an equal number of boys and girls, but Year 3 has 13 more girls and Year 5 has 20 more boys. Pupils transfer to many different secondary schools when they leave at eleven, but a significant number go to Glebelands or George Abbot.
3. The school has a wide catchment area and takes children anywhere from Dorking to Guildford. Therefore, there are several feeder infant schools, most of which are small and central to the local village. The local area is seen to be advantaged. However, 12 per cent of pupils qualify for free school meals, which is broadly in line with the national average and 1.8 per cent of pupils have English as an additional language, which is higher than most schools. There are 25 per cent of pupils with special educational needs, which is also above the national average, as is the percentage of pupils with a Statement of Special Educational Need. Attainment on entry is judged by the school, through its Year 3 screening test, to be mixed and includes pupils of all abilities, with both high and low attainment, and is therefore broadly average.
4. The school targets for pupils attaining Level 4 or above in the national tests in 2000 are 75 per cent for English and 68 per cent for mathematics. The school plans to review these figures in light of the good results in 1999.
5. The school states that its aims are to prepare children for their future by:
 - Building on previous learning experiences;
 - Developing individual potential in all curriculum areas;
 - Developing confidence and adaptability;
 - Developing respect for themselves and others and a sense of citizenship;
 - Developing moral and spiritual awareness;
 - Creating a safe and happy environment;
 - Developing an awareness of their community and the wider world;
 - Equipping them with the skills to be independent learners and
 - Developing self-evaluation skills.
1. The main objectives on the 1999/ 2000 school development plan are to:
 - Provide ICT training;
 - Formalise a homework policy
 - Produce a home/ school agreement;
 - Send out a parents' questionnaire;
 - Implement the numeracy strategy;
 - Continue work on the Literacy Strategy;
 - Review the School Prospectus;
 - Improve the environmental area;

- . Review the balance of the curriculum and
- . Consider target setting.

Key Indicators

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1999	30	40	70

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	24	25	30
	Girls	35	30	35
	Total	59	55	65
Percentage at NC Level 4 or above	School	83 (68)	79 (65)	93 (77)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	24	26	30
	Girls	35	31	34
	Total	59	57	64
Percentage at NC Level 4 or above	School	84 (75)	82 (78)	92 (77)
	National	68 (65)	69 (65)	78 (72)

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	6.8
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age)

Number

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

during the previous year:

Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	33
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1999 tests for eleven year olds, 83 per cent of pupils attained Level 4 or above in English, with 27 per cent attaining at the higher Level 5 and one per cent Level 6. In mathematics, 79 per cent of pupils attained Level 4 or above, of which 27 per cent reached Level 5 and one per cent Level 6. 93 per cent of pupils attained Level 4 or above in science, with 40 per cent attaining Level 5. The national average figures for Level 4 and above are 70 per cent in English, 69 per cent in mathematics and 78 per cent in science. This indicates that the school is attaining high standards. When compared to schools with a similar intake, results were above in English and mathematics and well above in science.
2. In the 1999 tests, results improved in all three subjects by over 15 per cent, which shows a significant rise in attainment against that achieved over the past three years, when it was closer to the national average. There is very little difference in the attainment of boys and girls, both groups achieving well above the national average in the years 1996 to 98, when their overall performance exceeded the national average by nine months in National Curriculum terms. The close analysis of appropriate data, setting high targets of achievement, regular scrutiny of pupils' work to identify areas for improvement and very good teaching have all had a positive impact and helped to significantly raise pupils' attainment. The pupils who were tested in 1999 had entered the school with average attainment that was below that of most other Surrey schools, as indicated by the results of the area screening tests taken in Year 3. Therefore the pupils made very good progress during the key stage.
3. The school exceeded the targets set for pupils attaining Level 4 or above in the national tests in 1999. In 2000, the targets are 75 per cent for English and 68 per cent for mathematics. The school plans to review these figures and seek to achieve higher standards, in line with those of 1999. Careful analysis shows that more pupils who in Year 2 had attained a low Level 2 in the national tests, are now reaching Level 4 at eleven. This is due to the good teaching, close monitoring of progress and the regular setting of individual targets.
4. By the time pupils leave the school at eleven, their attainment exceeds national expectations in English and mathematics, and standards in science are very high. They make very good progress in all three core subjects. Progress in information technology is good and the standards reached, by the time pupils are eleven, meet national expectations. Progress in religious education is good and standards have improved since the last inspection.
5. Pupils make very good progress in music, French and physical education. Progress in all other subjects – art, design and technology, geography, history – is good. Very good teaching ensures that the pupils make good progress in all areas of learning and pupils progressively develop the skills required for each subject.

6. Careful analysis of Year 3 tests is used to identify pupils of differing abilities. Higher attaining pupils are noted and their progress carefully monitored. They make good progress with regular access to open-ended investigations, experiments that they design themselves, through many shared discussions and questions that challenge their thinking. Pupils with special educational needs make at least satisfactory and often good progress. Pupils are identified as soon as they enter school and help is immediately allocated to those with the greater need and regular structured support is offered, by effective use of the well-trained learning support assistants. Pupils with very specific needs receive help on a withdrawal basis after further assessment of need. Pupils make good progress in relation to the targets identified on their Individual Education Plans. The Headteacher and governors have set clear targets for pupil attainment, which will be appropriately reviewed, given the high achievement this year.
7. By the time they are eleven, pupils' listening skills are good and their speaking skills are very good. Pupils are capable of concentrating well and understanding what is being said, although some pupils do not pay good attention when others are speaking. Speaking skills are very well developed and attainment is very high. Pupils have many opportunities to express their ideas, share their thoughts and explore ideas across a range of subjects, through, for example, class assemblies, role play in French, and group discussion in science. In reading, pupils develop a good range of strategies to help them tackle challenging literature. Their skills in using reference books and their knowledge of how books are organised in a library are good. Pupils experience writing in a range of styles and for different purposes. They are encouraged to edit and redraft their work in order to improve it. Standards of handwriting and presentation are very high. Pupils have very secure literacy skills, which are promoted well through work in other subjects.
8. Pupils' knowledge and use of basic number facts are secure, mental strategies are being well developed and pupils know how to estimate and check results. They use a variety of units and instruments to measure accurately. There is good emphasis on practical experience and investigation, and on relating the subject to everyday life where possible. The higher ability pupils make good progress, but progress in the lower groups of the younger pupils is limited. There are some positive examples where numeracy skills are being very effectively promoted through other subjects.
9. By the age of eleven, pupils' make very good gains in scientific knowledge and understanding. Investigative skills are very well developed and pupils' understanding of key scientific principles is good. They confidently put forward ideas and use scientific vocabulary well with understanding. Their work is recorded and presented in a variety of formats, drawings, diagrams, bar charts and in tabular form.
10. In information technology, standards of attainment in Year 6 are almost in line with national expectations. Some individual pupils are achieving higher levels in some aspects of the subject but, as yet the pupils have not had sufficient experience of control, monitoring and modelling. Pupils experience the major strands of word-processing and graphics, modelling, control and data-handling. They can access a website.
11. Attainment in religious education is above national expectations and has improved since the 1996

inspection. Pupils have an understanding of Christianity and other world faiths, noting the similarities between one religion and the others, and having an understanding of the importance of symbols, customs and rites.

Attitudes, behaviour and personal development

12. The pupils have very good attitudes towards learning and this has a significant impact on their attainment and progress. They enjoy coming to school and take part in the pre-school exercise session with great enthusiasm. They settle to work quickly, show good concentration and listen very well to their teachers. Pupils respond well to the structure of the literacy and numeracy lessons. Pupils participate readily in classroom discussions, are keen to answer questions and put forward their own ideas and opinions. There is very good inter-action between teachers and their pupils. In most cases pupils relish a challenge and are developing responsible attitudes to learning.
 13. The behaviour of pupils is good. One of the main aims of the school is to encourage pupils to take personal responsibility for their actions and this approach has resulted in good standards of behaviour in the communal areas and evidence of mutual respect and consideration for others at all times. There is no evidence of isolation, harassment or bullying in the playground and the pupils play together happily. There is a good social atmosphere at lunch-time, and the children are well mannered. The few pupils who have behavioural difficulties are handled with sensitivity. Two older pupils have been excluded in the recent past, due to poor behaviour.
-
1. Relationships are very good at all levels and contribute to the harmonious atmosphere in the school. Pupils show respect for the needs and feelings of others and they are courteous and welcoming to visitors. There is an atmosphere of mutual respect between the pupils and the teachers, who are excellent role models. Pupils listen well to their teachers and to each other and, through assemblies and class discussions, are encouraged to reflect upon their own behaviour. The same quality of relationships is also evident among all who work in the school, with the result that the school is both a welcoming and a cheerful place in which to learn.
 2. The personal development of pupils is very good and the majority are confident and have a sense of responsibility. This process is fostered through the school council. Commencing in Year 3, a boy and girl are elected from each class to the school council which meets at regular intervals. Photographs of council members are displayed in the front entrance to the school and all pupils are encouraged to raise issues for discussion. Members of staff advise, but the council is largely responsible for conducting its own affairs within a constitution devised and written by the pupils themselves. Pupils' involvement in topics ranging from charity fund-raising to improving the school environment all encourage them to be aware of their responsibilities to others.
 3. The school has maintained the good attitudes and behaviour identified in the previous report, and further improved the pupils' personal development.

Attendance

4. Pupils' attendance is satisfactory. In Year 3 attendance falls below 90 per cent this is primarily

due to sickness. Registers are marked and reviewed systematically and there are very clear procedures for monitoring absence, as a result of which the levels of unauthorised absence are low. The requirements for recording and reporting attendance are met. The school works effectively with the Education Welfare Officer. Punctuality is good, and there is a prompt and effective start to the day. Since the last report attendance levels are slightly lower .

QUALITY OF EDUCATION PROVIDED

Teaching

5. Teaching overall is very good and is the major influence on the very good progress made by pupils. In 97 per cent of lessons seen, teaching is satisfactory or better, of which 43 per cent is good and 33 per cent very good or better. There was only 3 per cent unsatisfactory teaching observed, which was due to an activity that was not matched to the pupils' abilities in one lesson and unclear learning objectives in another. Teaching remains a strength of the school.
6. Teachers have very secure subject knowledge in the core subjects of English and science. There is good teaching in mathematics and teachers are gaining confidence with the recently introduced National Numeracy Strategy. Subject knowledge is good in religious education and satisfactory in information technology, although some lack confidence in certain aspects of this subject. Teaching in all other subjects is very good, with effective use of specialist knowledge in many subjects, such as design technology, French and music. Good teaching is evident in all year groups and there are many examples where teachers enthuse pupils through their own love of a subject, for example, in English, music, design technology and physical education.
7. Teachers plan very closely across year groups. Planning is very good in English, with clear learning objectives closely matched to the National Literacy Strategies. Pupils are set, based on their prior attainment, for mathematics, but teachers plan across the year group to ensure work covers the same area of learning. Planning in the other curriculum areas carefully reflects the requirements of the National Curriculum. There are effective links with previous work, and targets set that make progressive demands on pupils of differing abilities. Many opportunities are planned for independent open-ended tasks, investigations and discussion. This ensures good access for pupils of different abilities, including those with special educational needs. Some good problem-solving is offered, for example, in mathematics and design technology, and there is a good balance between practical investigation and direct teaching in science. Pupils are positively encouraged to take a very active part in their own learning, which leads to high pupil commitment and attainment.
8. Teachers give good, clear expositions and there are many examples where teachers are inspirational, as in Year 6 English, when pupils were exploring how languages develop through an exciting problem-solving activity. In most lessons, pupils are given a clear understanding of what it is they are going to do, and are aware of the purpose of the lesson. Where pupils display a lack of knowledge or understanding, teachers are skilled in finding different ways to question and

explain to ensure successful learning. Correct terminology and vocabulary is used to enhance pupil attainment. Most teachers use very good questioning techniques to encourage high quality thinking. Introductions and explanations are clear and concise, ensuring that pupils are quickly involved in the main activity. Shared sessions at the end of lessons reinforce what has been learnt. Where these are used for pupils to constructively criticise their work, as in Year 5 English and Year 3 physical education, there is higher attainment and even better progress seen.

9. Pupils are well managed. There are high expectations of application and presentation. Pupils are encouraged to be responsible for their own behaviour and teachers are patient, but firm. There are very good relationships between staff and pupils; teachers respect pupils' ideas and praise their efforts. This leads to a very positive classroom ethos where pupils can learn effectively. Pupils who are withdrawn for extra help, because they have special needs, are treated with understanding, but with appropriately high expectations, for example, using challenging vocabulary with Year 6 pupils. Work set carefully matches individual needs and is well structured.
10. Good use is made of resources. Support helpers are very well used. They are closely involved in the activities and have a clear understanding of their role in the lesson. Much of their time is spent supporting pupils with special educational needs, but they also help the other pupils. They are very effective at recognising when support is required and deciding where their input is of most value. Good use is also made of specialist help, for example, an Indian dancer worked with Year 6 as part of their geography topic. Time is well used with a lively, brisk pace being set and a rigorous approach to learning. Good use is made of real resources, as in Year 6 science to demonstrate seed dispersal, and Year 3 art as an inspiration for a still life painting.
11. Assessment is generally continuous, for example, through the shared plenary sessions and when teachers work alongside specific groups. There are some very good examples where teachers assess pupils as they work, for example, checking pupils' understanding in Year 3 geography and assessing how they tackle an investigation in Year 4 science. There are clear and appropriate targets on pupils' individual education plans, which are regularly referred to by the teachers and learning support assistants. Some good marking is evident, particularly in English, but the draft policy does not yet include all subjects.
12. Teachers set homework that reinforces many curriculum areas. Pupils conduct personal research, practise number combinations, revise previous learning and tackle individual design assignments. Pupils with special educational needs are encouraged to read regularly to their parents. Parents offer very good support to their children with homework tasks and this has a positive impact on standards.

The curriculum and assessment

13. The curriculum provided by the school is very good. It includes all subjects of the National Curriculum and religious education. In addition, French is taught to pupils in all year groups. Curricular provision is very broad, well balanced and relevant to pupils' needs. It meets statutory requirements, where these apply, including those for sex and drugs education. This judgement

reflects the findings of the school's previous inspection. Weekly teaching hours are satisfactory and there are appropriate allocations of time to each subject. Literacy and numeracy are taught daily and the time is well used. The school's strategies for teaching literacy and numeracy are effective and have a significant impact on the standards achieved by the pupils. The decision to split the literacy hour, to focus more on the development of writing skills, based on a very good analysis of the pupils' needs, is judged very appropriate. The school's policy for the pupils' personal, social and health education, is good and has close links with the science curriculum.

14. The curriculum overall, successfully promotes the aims of the school, as well as the pupils' intellectual, physical and personal development. The well planned induction programme ensures a smooth transition for pupils entering the school. The school prepares pupils well for the transition to the receiving secondary schools. The school provides equality of access and opportunity for all pupils, to learn and make progress. The school's policy explicitly covers all aspects of equality. Boys and girls are given equal opportunities to take part in extra-curricular activities, including the many sporting activities. Both boys and girls generally perform equally well in the end of Key Stage 2 national tests for English, mathematics and science. The school makes some specific provision for the more able pupils, and pupils with special educational needs are well supported in class, both of which are having a positive effect on standards. The provision for pupils with special educational needs is very good. The school maintains a register of pupils with special educational needs and fully complies with the Code of Practice.
15. Overall, the planning of the school's curriculum is very good. There are useful policies and detailed schemes of work for most subjects, which show clear progression from year to year in the teaching of skills, knowledge and understanding. Where schemes are less well developed, as in science, good use is made of the Qualifications and Curriculum Authority materials to provide the necessary progression. The scheme for information technology is sound but not, as yet, fully implemented. All subjects are reviewed annually and staff development time is allowed for this. All the subject planning has to be approved by the year co-ordinator, the subject co-ordinator and the Headteacher. The medium-term plans which comprise units of work in each subject are very detailed and, as teachers in each year group plan the work together, curriculum continuity is ensured. These plans inform the teachers' weekly and daily planning well and are monitored by the both the year group co-ordinators and the Headteacher. As the pupils move through the school, the curriculum builds systematically on their existing knowledge, skills and understanding, and effective links are made between the different subjects. For example, in Year 6, a study of India, incorporates art, design and technology, music, English and religious education. The curriculum is greatly enhanced by visits to many places of interest both within the locality and further afield. Visits to places such as the Natural History museum, Leith Hill, INTECH in Winchester, Neasdon Hindu temple and St. Paul's Cathedral enhance the pupils' historical, scientific, geographical and cultural understanding. The residential trips for each year group to different venues in Dorset and Ironbridge also make an important contribution to the personal and social development of these pupils.
16. The school offers an outstanding range of extra-curricular activities, which includes; art, line-dancing, guitar, playchute, drama, gardening, nature and sock hockey. The range of sporting activities is extensive and includes, netball, football, rugby, athletics, cross-country, cricket, basketball and street hockey on roller blades. At least 12 members of staff are involved in running these activities, which are attended throughout the year by about three-quarters of the pupils in the school. The daily pre-school exercise routines are clearly beneficial to all and as a

result, pupils arrive in the class eager and ready to work.

17. The school plans to introduce an agreed homework policy. Most parents are satisfied with the work their children are expected to do at home, although a small minority expressed concern at the parents' meeting. The school does, however, operate a homework club at lunchtime for pupils and the parents' concerns do not appear justified.
18. Arrangements for assessment are good. The school has clear and useful guidelines for the assessment of pupils' work, record keeping and reporting to parents. At the time of the inspection the marking policy, in draft form, was limited to English. This was identified as an area to be reviewed in the previous inspection. Opportunities for assessment are identified in the schemes of work and in the medium-term plans specific assessment tasks relate to each area of the curriculum. Assessments carried out by teachers are many and varied. In science and the foundation subjects they consist of end of unit assignments, set to test individual pupils' knowledge and understanding. In addition, standardised tests are administered annually in English and mathematics and there is documented evidence of each pupil's test scores throughout the school. This includes a record of their attainment in the Key Stage 1 national tests before entering school and the Year 3 Surrey screening tests, which enables the school to assess and track individual pupils' progress from year to year. A very clear visual system, shows teachers at a glance the progress individual pupils' make.
19. Pupils who are deemed to be making unsatisfactory progress are discussed with the school's Special Educational Needs co-ordinator and clear, attainable targets agreed. Very detailed records are kept of all pupils with special needs, their progress is carefully monitored and outside agencies consulted where expert advice is required.
20. At the end of Year 3, 4 and 5 a summary of the pupils' completed work for the annual tests is placed in the pupils' record files. This includes the creative writing produced by the pupils. These records are passed on to their next class teacher. Pupils are given the opportunity to contribute to their own assessment, for example opportunities for self assessment are generally given at the end of topic. The school does not keep collections of assessed work that constitute a school portfolio. However, the regular and rigorous work sampling by subject co-ordinators and year group co-ordinators to make comparisons of standards both across the year group and throughout the school is a very valuable source of information for the school.
21. Teachers make good use of assessment information to plan future work for pupils. This ensures that suitably challenging work is planned for pupils at differing levels of attainment, which gives good account of their prior achievement. In English, targets are set for individuals and once achieved, teachers discuss fresh targets with the pupils. Assessment information is also used to assist the formation of sets in mathematics. The results of all standardised tests are analysed carefully by the Headteacher and co-ordinator. This information is used to inform curricular planning and also to ascertain whether there are any significant differences between the performance of girls and boys. Marking throughout the school is generally constructive, although not consistent in all subjects, and at best contains comments which indicate what has to be done for the pupils to make progress. The pupils' written end of year reports are good and contain specific comments about their attainment and progress in all areas of the curriculum.

Pupils' spiritual, moral, social and cultural development

22. Provision for pupils' spiritual development is very good. The response of the pupils to prayers, stories and hymns in their daily assemblies is very sincere and they are given moments for quiet reflection. Assemblies are attended by all the teaching staff and the place of faith in everyday life is obviously recognised and valued. Throughout the school there is a friendliness and a sense of purpose. The very positive school relationships are based on respect and appreciation and pupils develop a strong sense of belonging. The school helps pupils to appreciate the beliefs of others, enhanced by visits and visitors. There are frequent opportunities for the pupils to express their innermost beliefs and thoughts in many subjects, such as English, art and science. Pupils are encouraged to care for their own and value the wider environment.
23. Provision for pupils' moral development is good; they are gently but continually reminded of the importance of behaviour and encouraged to show self discipline and a sense of responsibility. The majority of parents, in their answers to the questionnaire and in the parents' meeting, were positive in their appreciation of what the school is doing. Assemblies and personal, social and health education lessons give pupils the opportunity to reflect on their actions and become aware of the difference between right and wrong. There are displays of school rules and guidelines for behaviour in the classrooms, but more importantly the pupils themselves are encouraged to develop an awareness of the effect of their behaviour on others.
24. Provision for social development is also very good and links with the strength of their moral development. Relationships in and out of the classroom are very good, the pupils are natural, open and friendly with adults. There are opportunities and incentives to think about themselves and other people. Good work, behaviour and helpfulness are praised and rewarded. Pupils are encouraged to consider the consequences of their actions on others; they are able to work well together and are encouraged to organise their own tasks within the group situation. There is a School Council on which there are representatives from each form and they take their duties and responsibilities very seriously.
25. Provision for cultural development is very good. There are many opportunities in the curriculum for pupils to consider how they and other people live and for them to come close to other social and cultural traditions, extending their knowledge of their own culture and that of other countries. There is evidence of teaching on other beliefs in addition to Christian themes in religious education. Opportunities for extra curricular activities are wide ranging. The staff are very committed to this provision from which the pupils benefit greatly. Full advantage is taken of the spacious grounds and the proximity of the school to places of interest; there is an air of excitement as the pupils discuss these opportunities and they can experience the best music, art and drama from around the world. The pupils also have the opportunity to enjoy visits to the school from an Indian dancer who has given them an unforgettable experience of the beauty of movement from another culture. There are now more opportunities for pupils to take responsibility and to share different cultural activities than at the time of the last report. There are admirable community links especially through sport.
26. Throughout the school there is a conviction that each child deserves the very best which can be

offered in every aspect of school life and a determination to achieve that for all their pupils. The aims of the school to encourage moral and spiritual development and a mutual understanding of life together within a broadly Christian community are amply fulfilled.

Support, guidance and pupils' welfare

27. The provision for the support, guidance and welfare of pupils is very good. The school is very caring and parents value the comprehensive support their children receive. The last report stated that the school is effective in securing and promoting the health, safety and welfare of pupils, and this continues to be the case. The arrangements for new children entering the school are very good and the induction procedures are carefully followed, ensuring that children settle down quickly. The school day starts with a brief exercise session that invigorates children and makes them enthusiastic for lessons.
28. The quality of care by both teachers and other adults in the school is very evident. They show genuine concern for pupils' well being. Staff pool knowledge and ensure that the head teacher and others are promptly informed should any issues arise. There are a range of detailed policies in place and all staff are conversant with them.
29. The personal development and progress of pupils is carefully monitored. The school keeps detailed records and diligently informs parents regarding specific targets. The School Council provides an excellent opportunity for the school to monitor personal development of both the pupils on the council and of those who contribute ideas. Another initiative is the very successful social skills group.
30. Procedures for monitoring and promoting behaviour are good. The school has a detailed behaviour policy that is appropriately implemented. In most lessons the management of pupil behaviour is effective. Staff are alert to the possibility of bullying and clearly understand the procedures for dealing with it.
31. The school promotes the importance of health and safety very well. It does this through curriculum subjects like physical education and the personal social and health education programme. Every opportunity is taken to educate children about safety, for example Year 6 watched a video about railway safety.
32. The governors are also keen to ensure the health and safety of pupils and they check the school on a regular basis. There has also been an external risk management assessment and most issues raised have been effectively addressed. The caretaker is a very helpful member of the team he cleans and diligently monitors the buildings for possible risks and ensures an outside agency tests fire equipment regularly. There are regular fire drills and the school keeps a careful record of these dates and times. Two matters concerning health and safety were brought to the attention of the governors by the inspection team.

33. Pupils with special educational needs are well supported. The individual education plans are well completed to ensure that pupils receive effective support within the classroom, this is achieved by the positive work of the learning support assistants. Clear guidance is given to individual pupils by the teacher, special educational needs co-ordinator and in some cases visiting specialists.

34. Child protection procedures are very good. The school has a detailed policy and follows the county guidelines. Issues are very well dealt with and all staff are aware of the procedures to follow should a child disclose. There is very close liaison with the social services. The school positively promotes the importance of pupils' health and most staff have completed first aid courses. There are very good arrangements in place for the administration of first aid and medication. The school is very conscientious in recording the daily administration of medication. The monitoring of attendance is very good and all staff including teachers and office staff are involved in tracking attendance.

Partnership with parents and the community

35. The school has very good links with parents. It has continued to build upon the good relationships with parents mentioned in the previous report.

36. Information provided by the school is excellent. New parents are given comprehensive information before their child starts Tillingbourne. New children about to enter the school are written to by children in Year 3 who then welcome them when they start. The prospectus is friendly and welcoming. The governors' annual report is informative, however, some parents would benefit from a little more information about arrangements for disabled pupils. Parents were complimentary about the year group meetings, and considered they provided clear information about the curriculum and homework requirements. Year group newsletters as well as whole school newsletters all add to the excellent dissemination of information. Parents were also very complimentary about the detailed information that they receive before the residential trips. The school constantly strives to further improve links with parents and telephone calls and informal chats all add to this close liaison. Recently, the school decided that parents would benefit from more information about the school development plan and as a result a special leaflet was devised and sent home. There are regular consultation evenings. Reports are good, and provide comparative information for parents to judge their child against national standards. Parents of pupils who have special needs are very well informed about their child's progress. From stage two parents are invited to the review meetings.

37. The school is very successful in involving parents as partners in children's learning. When starting the school parents sign an agreement to support their child's learning and evidence of this successful partnership is apparent in school with many parents helping with reading and other areas of the curriculum as well as school trips. Questionnaires are conducted to monitor parents' views and opinions. All parents were very complimentary about the commitment of staff. Parents are given clear information on homework when they first join the school. Homework is well managed, consistently given and homework diaries are well kept, however some parents have

indicated that they would like a longer period of time for some homework assignments to be completed. Homework in all years matches the school curriculum well.

38. Parents demonstrate their commitment to the school by their support of the Parent Teachers Association, which organises social events and provides a good range of resources, including swimming pool covers and low level outdoor equipment. Very good links exist with the local infant schools, detailed information is shared and their close liaison ensures a smooth transition. Transfer arrangements to the local secondary schools are good.
39. The school has good links with the local community including local places of worship. A particular feature of the school is the wide range of visits, both day and residential. These visits both develop maturity and directly enrich areas of the curriculum especially in science, history and geography. The choir has performed locally at Guildford Cathedral. There have been numerous visitors in school, including theatre groups. There have also been visits by the police, who manage the Junior Citizens Scheme and talk to the pupils about the danger of drugs. There are also very good opportunities for personal development, pupils are given an awareness of those less fortunate by their support of a wide range of charities. Pupils generously support a child living in the Gambia. There are good links with the elderly who visit the school and attend concerts and plays. There are developing links with local business and the school has recently received a grant to improve the environmental area.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

40. The Headteacher provides excellent leadership and management of the school. He has established a clear educational vision, which is shared by all involved. This has strengthened since the previous inspection. The Headteacher is quietly and firmly determined to develop all the staff and pupils to their full potential. He is very successful, and has demonstrated this in the continuing sense of excitement that the staff, governors and pupils have for the future development of the school. Senior staff and subject co-ordinators share his vision, work hard as partners in the quest for higher standards and are rigorous in their approach to ensuring a common purpose and continuing success. This can be seen in the way they readily assume responsibility and exercise it sensitively as members or leaders of a team.
41. The Governing Body has a very clear view of the school's development and plays an active part in managing this. It has set up a well structured committee organisation with regular meetings. Governors have a secure understanding of their role, visit the school whenever possible and hold it to account as "critical friends." The Chair meets with the Headteacher on a regular basis and they form a strong and effective partnership, working closely together to raise standards and ensure continued success. Governors' minutes of meetings provide a clear record of the discussions which take place and the decisions which are reached. These indicate that the Governing Body is appropriately involved in the strategic management of the school.
42. Teaching and curriculum development are very effectively monitored, evaluated and supported.

Job descriptions are clear and unambiguous, and include release time so that key staff can work in other parts of the school. The role of the subject co-ordinator is developing very well and all are working effectively and to a clear agenda. They give very good support to their colleagues during the planning process and monitor standards of attainment in all subjects, very carefully. Team work is well established and teachers support each other in the sharing of curriculum expertise. The Special Educational Needs co-ordinator, well supported by the knowledgeable governor representative, has worked to ensure that teachers take a full role in meeting the needs of every pupil in their class and are closely involved in setting individual targets and monitoring progress. Governors make themselves aware of standards through class visits, and draw on the knowledge in discussion in the curriculum committee or at full meetings of the Governing Body.

43. The school's aims are clearly stated in the prospectus. The school is very successful in achieving its aims and implementing its policies, and this is recognised by the parents. The importance of a Christian ethos and a strong commitment to high achievement are clearly evident in the school. The importance of realising the potential of all the pupils is equally strong. The Headteacher and senior staff take care that the school's aims, values and policies are reflected in its work by monitoring and evaluation of all aspects of the school's development. Targets are set and reviewed at regular intervals.
44. The School Development Plan is of very good quality. Clear targets, related to the budget, success criteria, and the monitoring of outcomes are included in all subject action plans. Targets are set for educational improvements and monitored. Governors are involved in the preparation of the plan through the various committees, which feed into the finance committee. The professional development of all staff is given a high priority and ensures that initiatives are supported with appropriate expertise. The whole staff work as a team and the level of professional dialogue and co-operation is very high. All these elements enable the Headteacher and Governing Body to maintain an accurate overview of the school.
45. The ethos of the school is excellent. The Governing Body, Headteacher, staff, parents and pupils work hard to create a positive climate for learning. Attitudes to work are very good and pupils benefit from a rich and balanced curriculum. Teachers enjoy teaching and children enjoy learning. They share a commitment to high standards and there is a sense of common purpose. Relationships are very good and all pupils have equal opportunities to learn and thrive. The work of all pupils is valued in the many attractive displays around the school.

Staffing, accommodation and learning resources

1. The provision for staff, accommodation and learning resources is very good. All staff demonstrate a high level of commitment to the school. Staffing levels match the demands of the curriculum well. The qualifications and experience of teachers and support staff are very good. Teaching staff qualifications are well matched to the co-ordinator roles they perform, for example, music is taught by a subject specialist throughout the school. The quality of the staff team is a significant factor in the high standards attained by the pupils
2. There is a very good provision of support staff. All of the learning support assistants have undertaken training to improve their impact on the quality of the education provided. There is very good liaison between teachers and support staff and this is effective in promoting the good progress of pupils with special needs. Non-teaching staff significantly enhance the quality of provision, and make a valuable contribution to many aspects of school life. They are now being fully involved in the planning process. The librarian has made a significant contribution to

reorganising the library and in making the books more accessible. Other useful roles are fulfilled by the teacher support assistant and the Information and Communication Technology technician. The office staff all make an invaluable contribution to the daily management of the school, providing caring support to pupils and giving clear information to parents.

3. Arrangements for the professional development of all staff are very good. Newly qualified and newly appointed teachers receive very good induction and support. Arrangements for staff appraisal are effective. Staff have well defined and realistic job descriptions which have been negotiated with the head teacher. Targets are well linked into the school development plan. The effective staff development balances both the individual and corporate needs of the school.
4. The accommodation is excellent. The school is set in large attractive grounds that provide a stimulating experience for both pupils and staff. All classrooms are of a good size and specialist areas exist for many curriculum subjects including music, art, pottery and cookery. The library provides a welcoming environment and many pupils were complimentary about the facilities. Walls in both the corridors and classrooms are covered with interesting displays of pupil's work that contribute to further learning opportunities. The play area is very large consisting of two large fields and a tarmac playground. A rather overgrown environmental area is shortly to be re-designed.
5. The provision of resources in most subjects is good. Resources in information and communication technology are satisfactory. The quantity of, and access to resources is good and they are well used to support the curriculum. The library provides a good selection of fiction and non fiction books. Since the last inspection the school has built upon the good foundations of developing the staffing and learning resources to further enhance educational standards.

The efficiency of the school

6. The school is run extremely efficiently, financial planning and administration of the budget are very good. The school is working within a development plan which is driven by the needs of the curriculum and indicates a programme of priorities for action, personnel involved, the timescale for implementation and success criteria. All special funding is used effectively, especially where the Focus on Literacy teacher works in feeder Key Stage 1 schools, ensuring that pupils receive consistent help.
7. The Headteacher and finance officer plan the budget which is approved or adjusted by the governors' finance committee before being presented to the Governing Body and the local authority for approval. Income and expenditure figures per pupil are within average levels of national figures although towards the upper end. As at the time of the previous report, the school's finances are extremely well ordered; there is very good and careful financial planning and very effective management and control of the current budget by the Headteacher and governors.

8. Effective use is made of staff time, including special needs support and non-teaching staff. The use of accommodation and learning resources is planned to benefit the children and there is close monitoring of teaching and curriculum development to ensure that provision is always used as cost-effectively as possible. Teachers are well assisted by the support staff.

9. School administration is extremely efficient and systems are well in place to provide effective day to day organisation. Subject co-ordinators have responsibility for their budget and expenditure. The recommendations of the most recent audit have been implemented, mostly being concerned with changes in external requirements. Parents raise substantial amounts of money for the school which has been spent on additional resources, they feel that they are informed and consulted.

10. The socio-economic circumstances of the intake are at present not wholly favourable; attainment on entry is mixed, but attainment at the end of the key stage in the core subjects, English and science is very good; attitudes, behaviour and personal development are very good and the quality of the teaching provided is also very good. The total income and expenditure per pupil are in line with national and local average figures. The school is providing very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

11. In the 1998 Key Stage 2 test results, the percentage of pupils achieving Level 4 was 53 per cent, and 15 per cent achieved Level 5, both of which were close to the national average. In comparison to schools with pupils from similar backgrounds, pupils' performance in the English tests was close to the average. In the 1999 national tests for eleven year olds, 83 per cent of pupils attained the expected Level 4 or above, of whom 27 per cent attained the higher Level 5 and 1 per cent reached Level 6. The national average scores for Level 4 or above is 70 per cent, so the school's attainment is considerably higher. The results show a significant rise in attainment against that achieved over the past three years, when it was close to the national average. There is no significant difference in the attainment of boys and girls. The close analysis of appropriate data, setting high targets of achievement, regular scrutiny of pupils' work to identify areas for improvement and very good teaching have all had a positive impact and helped to significantly raise pupils' attainment. Higher attaining pupils are identified and their progress carefully monitored. Pupils with special educational needs make at least satisfactory and often good progress. Pupils are identified as soon as they enter school, through analysis of a piece of unaided writing and a reading conference. Help is immediately allocated to those with the greater need and regular structured support is offered, by effective use of the well-trained learning support assistants. Pupils with very specific needs receive help on a withdrawal basis after further assessment of need. Most leave school well equipped for secondary school.

12. By the time they are eleven, pupils' listening skills are good and their speaking skills are very good. Pupils are capable of concentrating well and understanding what is being said, even when sophisticated language is being used. The teachers develop this well, and all use appropriately challenging vocabulary. However, in a few lessons, some pupils do not pay good attention when others are speaking. Speaking skills are very well developed and attainment is very high. Pupils have many opportunities to express their ideas, share their thoughts and explore ideas across a range of subjects. They read aloud confidently, enact their own stories of Matilda in front of the class and the school, plan and investigate experiments and design projects. Many of the older pupils vary their expression and vocabulary to suit the situation and they take account of other viewpoints.

13. Reading is encouraged through many areas of learning as well as during the formal Read and Spell lessons. Group reading with the teacher develops their understanding of inference, locating significant themes and seeing how characters are developed. The recently introduced Reading Passports, where pupils are given a targeted reading list selected to match each pupil's interests and level of attainment, is working well. A significant majority of pupils reach a good standard of reading by eleven. They read fluently and with good expression. They discuss and explain their preferences, and support their viewpoint concerning plot, character and ideas, using relevant passages from the book. The regular use of the library and Internet results in all pupils having a clear working understanding of how to locate information from a variety of sources. They use a

contents page or index skilfully and can skim text to see if the book is relevant to their needs. They are beginning to be selective in what information they record.

14. Attainment in writing is above that expected. The regular sessions on spelling patterns and researching word roots is having a positive effect on standards. Year 5 pupils successfully use a range of strategies to recall how complicated words are spelt. They are able to find sets of word with the same root and use different dictionaries appropriately. The study of grammatical forms helps pupils to express themselves and communicate more effectively when writing. The strong emphasis on presentation and handwriting help pupils to develop a well-formed cursive script, using pen. Pupils are given many opportunities to edit and redraft their work, in order to improve its quality. This is further enhanced in Year 5, when pupils are encouraged to offer and receive constructive criticism from each other.
15. A scrutiny of work shows that pupils write for a wide range of functions and in many styles. Year 3 write a diary, character description, report and poems. They use speech marks and there is evidence of the higher attaining pupils using some punctuation within sentences. Year 4 compile lists, evaluate their designs, record an experiment in a scientific style and use interesting adjectives and verbs to create a powerful image in poetry writing. Year 5 use examples from written text to support their views. They write an account and create an imaginative story, where they include speech marks, use paragraphs appropriately and spell longer words accurately. Year 6 complete their own books about historical and geographical projects, designing the presentation, decorative headings and contents page. Work is beautifully presented and of high quality. There is less evidence across the key stage of writing for different audiences, apart from Year 6 when they compose heartfelt letters to the teacher requesting no homework during half-term.
16. The evidence indicates that pupils make very good progress and develop a wide range of skills in English. Their work is enhanced by literacy having a very high profile in all other subject areas. Speaking and listening skills are developed through self and group evaluation in physical education and design technology. Reading skills are developed through researching historical and geographical facts. Writing skills are developed through writing empathetically as a Victorian child, recording experiments, and evaluating designs.
17. Progress in lessons is good; out of 17 lessons observed, progress was good in nine, very good in three and excellent in one. Year 3 are learning how to write words to convey meaning through calligrams and to use alliteration to develop interesting and adventurous vocabulary to describe kites. Year 4 understand the use of similes to create a picture when writing, recognise pattern and rhyme in poetry, and are compiling lists of interesting verbs. They discuss the features of different poems, express their feelings about each and compose in the style of Michael Rosen and other known poets. Over the week, Year 5 pupils made very good progress writing a script based on "Matilda". They add appropriate adverbs and concise stage instructions, developing a clear beginning, middle and end to the story, then proof read and make appropriate amendments. They progress well in learning the conventions of this style. Having studied the special features of biographies, diaries and journals, Year 6 progress to writing a diary using the conventional style and plan a biography of Florence Nightingale, researching complex text to gather the required information.

18. Pupils respond very well to English lessons. They enjoy being introduced to a range of literature and poetry and respond very well to opportunities for discussion and sharing ideas about each. They listen well to explanations, respond positively to questions that challenge and extend, and settle quickly to the main activity. They work co-operatively in pairs or groups when appropriate, and are able to listen to each others' ideas and compromise. They are eager to read out their own compositions, although not all settle to listen. The older pupils are willing to accept suggestions and constructive criticisms in order to improve their work. They take a pride in the neat presentation of their work. The library club significantly enhances the pupils' enjoyment of books, and the subject makes a very positive contribution to the pupils' spiritual, social and cultural development.

19. In the 1996 report, teaching was judged to be of high quality. The school has maintained this and the teaching of English is very good. Teachers throughout the school have good subject knowledge and there is evidence that they enthuse the pupils with their own enjoyment of the subject, for example, in dramatic skills and love of words. They are closely following the requirements of the National Literacy Strategy, although the suggested timings are not the same. They work very closely in year teams and plan well. There is good use of resources, such as the choice of poems to illustrate a specific style, the selection of books to illustrate genre, the use of "Matilda" as a starting point for play writing. The needs of pupils of differing abilities are met, either through the books selected or activity set. Pupils are grouped for literacy appropriate for the group reading tasks. Lessons are well linked and make progressive demands on the pupils, leading to good progress being made. Teachers have high expectations of the pupils' response and application. They use very good questioning techniques, really encouraging pupils to think, reflect and share ideas.

20. Throughout lessons, teachers maintain good quality interactions, ensuring that all are on task and meeting the challenge. Pupils are well managed on the whole, although there are some occasions where a minority take a long time to settle. Routines are clear and lessons well paced, usually brisk and fast moving. Very good use is made of the learning support assistants. They are well briefed and focused on particular pupils, but they help wherever they perceive there is a need. Individual education plans are referred to as and when appropriate. There are some very good examples of evaluative marking that encourages pupils to improve, leading to higher attainment.

21. The school's decision to split the National Literacy hour into two sessions – one for reading and spelling, the other for focused writing activities using literature or poetry as starting points – is judged to be appropriate. The decision is based on the careful analysis of pupils' work, which identified weaknesses in the higher writing skills such as punctuation within sentences, more complex grammatical structures and challenging vocabulary. It was also felt to give more cohesion to the activities set, so work could be improved by pupils themselves throughout the week. The school has been following the structure of group reading for several years. Results indicate this has been successful in developing the higher reading skills and improving overall attainment. The goals set for improving writing are being achieved, although the school intends to carefully check results half way through the year.

22. Annual tests results are used effectively to monitor the progress of individual pupils, check that attainment matches ability and that there are no specific weaknesses in the curriculum. This use of assessment is very effective and has led to positive changes. Individual targets are agreed and recorded in the pupils' books, and they are fully aware of these. There are termly reviews and parents are also involved. Pupils' work is carefully scrutinised each term to check consistency across year groups and progress throughout the key stage. At present, the school has no clear way of knowing exactly which literacy skills are being developed in other subjects, especially writing for different readers, discussions and debates. The school recognises that this will be more important should changes be made when Curriculum 2000 is introduced.
23. The subject is led by a very committed and knowledgeable co-ordinator. She works very hard and offers good leadership to the subject, ensuring that literacy has very high profile in school and skills are developed across the whole curriculum. There are some planned opportunities for monitoring teaching for which the co-ordinator has had training. The well informed Literacy governor takes an active interest in developments and supports the co-ordinator effectively. The school is well placed to maintain the high standards reached by pupils in English.

Mathematics

24. In the 1998 Key Stage 2 test results, the percentage of pupils achieving Level 4 was 65 per cent, and 19 per cent achieved Level 5, both of which was close to the national average. In comparison to schools with pupils from similar backgrounds, pupils' performance in the mathematics tests was close to the average. In the 1999 Key Stage 2 test results, 79 per cent of pupils achieved Level 4 or above, which is above the national average of 69 per cent, and 28 per cent achieved Level 5. Boys performed similarly to girls. The Year 3 intake is generally of average ability for the area and good progress was made in the key stage during the three years from 1996 to 1998, with results being above the national average. Standards of attainment in the lessons observed were similar to the national average at the beginning of the key stage but rose to above average in Year 6 and were above average overall.
25. Although much of the emphasis during the inspection week was on number work, throughout the school there was also emphasis on practical experience and investigation, and on relating the subject to everyday life where possible. The higher ability pupils make good progress, but it is limited in the lower groups amongst the younger pupils. There is a definite spread of ability in each year group, but higher ability pupils who are capable in number work are given extension work in some lessons and lower ability pupils are given additional explanations or different worksheets to help in their understanding. There were examples of good teaching in the use of listening and speaking skills, with encouragement to use correct mathematical vocabulary throughout.
26. Year 4 were working in ability groups on money calculations, but despite careful differentiation of work, the lower ability groups still found difficulty with addition and progress was limited. Year 5 are making good progress with bar charts and with co-ordinates. Also in Year 5, the higher ability pupils were challenged by their problem solving task and had to organise themselves to work efficiently as they tackled a number investigation on sequences. They are

working above expected levels in their understanding of conjecture and testing predictions. In Year 6, there were investigations requiring knowledge of multiples, factors, prime numbers and square numbers, which had been very well differentiated. Each group made good progress, becoming much more confident within the lesson. They were well practised and responsive in mental mathematics sessions; the majority of Year 6 are making sound progress with mental arithmetic. There is sound continuity and progression through the key stage and very good progress overall. Standards have steadily improved in this subject.

27. Although a few pupils with special needs are not able to concentrate well, most are making progress towards the targets set for them. Careful planning of the work and effective use of support staff helps them experience success. The staff know their pupils well and help and encourage them.
28. Pupils in all years appear to enjoy mathematics and most are very willing to settle down to work hard. Behaviour is usually good; the pupils, especially the older ones, are positive, attentive, interested and concentrate well. Relationships between pupils and between pupils and adults are good; pupils respond well when working independently and, when they are asked to combine to work in groups, they do so efficiently and effectively. In general, they take responsibility when requested and they respect their own and other people's property, willingly giving out or collecting in books and equipment. They are co-operative and kind with each other, sharing ideas and are generally confident to answer in class and to tackle problems. Their excitement and enjoyment in investigative work is evident. Teachers give mental exercises on a frequent basis and the pupils enjoy these and the challenge they present.
29. Teaching is good; it is very competent and confident. It is good or very good in 60 per cent of lessons. Classes are well managed and organised. Teachers generally have a secure knowledge and understanding of the work being taught. In a Year 6 and Year 4 lesson, there were high expectations, confidence and enthusiasm which enhanced the achievement of the classes. Many staff are skilled at questioning and challenging their pupils, enabling them to describe and discuss their tasks. There is good use of praise and encouragement and, in several classes, teachers and pupils appear to be enjoying mathematics and real learning is visibly taking place. Many lessons observed were very well structured and differentiated, pupils were clear about what they were doing, the pace was well suited to the particular groups. Resources were available and used effectively on the whole, including information technology in several instances. In only a very few lessons the pace was slow, questioning did not extend knowledge and there was a lack of clarity about learning objectives. There is emphasis on using correct mathematical language, with relevant displays in most classrooms, but not sufficient attention is given to presentation in classwork. Methods and strategies are generally effectively matched to the ability and needs of the pupils and the introduction of the Numeracy Strategy has brought an increased emphasis on the learning objectives of each lesson and the necessity for a clear understanding of what pupils are trying to achieve, so that the plenary session can be well used and success can be evaluated.
30. Some work is marked with the pupils in class, giving encouraging comments. Records of everyday progress and results of assessment tests are efficiently kept. Teachers evaluate briefly each lesson and adapt the next lesson as necessary. A good example of this practice was seen in Year 5, when the class did not understand the work on frequency tables and bar charts and an excellent lesson was prepared to enable them to revise and consolidate the work in an interesting

and successful way. Homework is regularly given. Tests are used diagnostically to help with planning and target setting; a three year analysis has shown no consistent pattern of different attainment by gender or ethnicity.

31. The mathematics curriculum is balanced across the attainment targets and there is equality of access and opportunities for all pupils to make progress. The percentage of curriculum time is about average. There is an awareness of the needs of the pupils as they transfer and there is contact with many of the neighbouring infant and secondary schools. The scheme of work and medium term planning has been developed with the introduction of the Numeracy Strategy and this supports teachers and engenders confidence. The medium term planning uses the framework for teaching mathematics and lists clear aims and objectives, assessment opportunities, resources and reinforcement material.
32. The co-ordinator leads the subject very well, there is commitment and determination to improve the standards from the senior management team as a whole, with time allotted for work sampling, monitoring and support for teaching staff. The teaching of the subject is in sympathy with the overall aims of the school and an effective learning environment is provided in the classrooms. Gaps in staff knowledge have been identified and addressed, support staff receive training, a lunchtime problem solving club is very popular and extends logical thinking.
33. Learning resources, text books, work sheets, materials, number squares and lines in the classrooms, other equipment for the subject curriculum and range of pupils are generously provided; they are well organised, efficiently stored and easily accessible in the classrooms. There is a reasonable supply of software. Information technology is beginning to be used to good effect and overhead projectors are used to good advantage in some lessons. The development of mathematics in the school is efficient and forward looking and engenders a sense of achievement and enjoyment in the pupils.

Science

34. Analysis of the national end of Key Stage 2 tests for 1998 shows that the proportion of pupils reaching Level 4 and above was above the national average and well above the national average at Level 5. When the average of the school's test data is compared with all schools, it shows that results in science are above average. When the average of the school's test data is compared with that of similar schools, it shows that results in the tests are above average. The combined data for 1996 to 1998 show no significant differences in attainment by boys and girls. Over the same period there was a slight dip in the science results in 1998, although still above the national average. The results achieved by pupils at the end of Key Stage 2 in 1999 show standards have risen considerably. This improvement is attributable to the commitment, and measures undertaken by the school, to raise the standards achieved by pupils by the time they leave the school.
35. The amount of work available for scrutiny is limited at this stage of the academic year and judgements for the end of the key stage are also based on the scrutiny of work from the previous Year 6 cohort. The inspection findings indicate that most pupils attain standards well above the level of the national expectation by the end of Key Stage 2. This is in line with the findings of the

school's last inspection when attainment was judged to exceed national expectations. By the age of eleven, pupils' make very good gains in scientific knowledge and understanding. Investigative skills are very well developed and pupils' understanding of key scientific principles is good. The youngest pupils develop a good understanding of how to carry out investigations in a methodical way. In Year 4, pupils plan their own investigation and carry it out in an organised way. They recognise the need for a fair test and draw on their scientific knowledge to explain their predictions and conclusions. For instance, in their work on the absorbency of different papers, the pupils plan a fair test, explain why it is fair and demonstrate their understanding by putting the same amount of water for the same time onto the different papers. They make careful observations and measurements and explain the differences using correct terminology. Slightly older pupils show a very good understanding of how to conduct a fair test, when investigating the changes that occur when a range of materials are mixed with water. They dissolve sugar and make suggestions on what might make it dissolve faster.

36. Pupils' knowledge and understanding of the functions of plants are very well developed. They use keys based on observable features to help them group living things and learn that food chains can be used to represent feeding relationships in a habitat. In learning about life processes, pupils in Year 6 use scientific names for some major organs of body systems, identify the positions of these organs in the human body and understand how the heart works. They demonstrate an increased knowledge and understanding of the growth and reproduction of humans and that tobacco, alcohol and other drugs can have harmful effects. In their work on balanced and unbalanced forces they draw diagrams relating to the downward pull of gravity on an object and the upward thrust of water. Their knowledge of electricity is secure. They draw circuit diagrams and use conventional symbols for particular components such as bulbs and switches. Pupils know that melting, freezing, evaporation and condensation are all changes which can be reversed and that the changes that occur when most materials are burned are not reversible. All pupils confidently put forward ideas and use scientific vocabulary well with understanding. Their work is recorded and presented in a variety of formats, drawings, diagrams, bar charts and in tabular form. A number of pupils are beginning to make effective use of information technology for research purposes and to present details of their investigation.

37. Very good progress is made in science across the school. From the start, pupils are introduced to good practice in investigating and exploring. They continue to develop their skills of prediction. They become good at planning their own investigation and conducting a test with increasing confidence. Their knowledge and understanding of the subject develop well across the full range of attainment targets with a particular strength in the investigative and experimental aspects of the subject. Higher attaining pupils are well stimulated by the interesting and challenging tasks. Pupils with special educational needs are well supported and make good progress in science. Very few pupils achieve less than the nationally expected standard by the time they are 11 years old and many achieve highly.

38. Throughout the school, the pupils' response to science is very good. They are interested in the content of the lessons, ask and answer questions readily and almost burst with enthusiasm to put forward their own ideas. They show a genuine scientific curiosity. When engaged in individual

work they show concentration and sustained interest. They enjoy science, apply themselves enthusiastically to the activities and work very well in small groups when planning and carrying out practical work. Behaviour is good in most lessons and pupils take care of the resources they are using. The very good attitudes shown by pupils make a positive contribution to their high attainment.

39. The quality of teaching is very good overall and has a positive effect on the pupils' attainment and the progress they make. Lessons are well planned, organised and have sufficient pace to keep pupils on task and well motivated. Teachers' knowledge and understanding of the subject is good and classroom delivery is confident, with an emphasis on scientific vocabulary and skills. Questions are used effectively to challenge pupils and the well devised investigative tasks show high expectations of the pupils. Classroom management is very good and allows for the personal development of pupils. Lessons are well paced to sustain the pupils' interest. Assessment is built into teachers' planning and very often, teachers make written observations of pupils at work. Good use is made of these assessments to plan for future lessons.

40. The subject co-ordinator has only very recently joined the school. She is enthusiastic and keen to develop the subject. A policy is in place, but the scheme of work, presented as a chart that identifies coverage, is insufficient. However, the school is moving towards the use of the Qualifications and Curriculum Authority materials. Medium term plans are very detailed. They contain clear learning objectives, identify extension activities as well as the main activities and include aspects of investigative science. In general, assessment procedures are good but approaches to assessment vary throughout the school. End of unit assessments are used well to provide information for teachers which in turn determines the structure of future learning. Resources are good and sufficient to cover all areas of study. Very good use is made of the school's grounds in their study of environmental science. Plans for future development of the grounds encompass a number of new environmental areas. The science curriculum is enriched by a good range of visits to such places as 'InTech' in Winchester, the Natural History Museum and a variety of habitats. Year 6 pupils benefit from a visit of the Life Education Centre as part of their work on how the body works. Overall the subject makes a considerable contribution to the pupils' moral and social development.

OTHER SUBJECTS OR COURSES

Information Technology

41. There were limited opportunities to observe information and communication technology (ICT) in lessons during the inspection and although some further evidence was gained from displays, pupils' work, planning and discussions, there is not sufficient evidence to make a firm judgement about attainment. Standards of attainment in Year 6 are almost in line with national expectations; individual pupils are achieving higher levels in some areas, but as yet the pupils have not had sufficient experience of control, monitoring and modelling. If the present planning is followed closely, there is every possibility that attainment at the end of Key Stage 2 will be meeting national expectations. Although the confidence of teachers varies, efforts are being made to give all pupils experience of a range of ICT work. There is now software and equipment available in school to give the pupils sufficient experience across the curriculum of the major strands of word-processing and graphics, modelling, control and data-handling. ICT is used to support topic work, mathematics and English, but computer provision is not generous. Two computers are in use on a rota system in each classroom for most of the day. There is a recently installed network and access to the Internet from one machine in each classroom. Many pupils use computers competently because they have their own at home and they have a good general understanding of the associated technology. The use of information communication technology across the curriculum is carefully planned across the year groups and some good examples were observed of research work from the Internet.
42. Through the key stage, progress is sound as pupils become familiar with the use of the classroom computers and begin to develop confidence in entering text. All classes use ICT constructively in Literacy. Year 3 are learning to send e-mails and are able to use the keyboard, space bar and the word processing facility to produce poetry and short pieces of writing. Older pupils can enter text into a word processing package and are learning to edit. In mathematics, they are also producing and interpreting pie charts and bar charts from data they have collected. In Year 6, especially good progress is being made with the use of spread sheets to generate sequences in mathematical investigations, and with websites. Progress in lessons about the use of the Internet is good. However, pupils are not yet using the full potential of the computer or programs to support all areas of the curriculum. Pupils with special educational needs make good use of their programs and are making sound progress.
43. Pupils are well motivated and willing to apply themselves and learn; they are able to work independently, are using ICT with increasing confidence and developing positive attitudes. They can work on their own, in pairs or groups, and are trusted to do so.
44. Most teaching observed was competent; clear and helpful explanations were given, with extra help as necessary, or further challenges for the more skilled. In lessons about the Internet using an overhead projector, objectives were clear and shared with the pupils, there was good, clear exposition with initial revision and effective use of time; tasks were well structured, discussed and explained and there was a sense of involvement and satisfaction. Overall, relationships are good, there is much careful encouragement and sound leadership.

45. The use of ICT in the classroom is continuing to be developed at all stages in response to the requirements of the National Curriculum and the Qualifications and Curriculum Authority guidelines, which are reflected in the policy, scheme of work and medium term planning. Assessment is at an early stage, but there is the intention to develop a monitoring system to list and check skills attained by the pupils. Staff have received some in-service training to develop their confidence and are supported by the co-ordinator and a part time technician. All the training planned for staff has not yet been delivered and there are no clear guidelines on how pupils could develop ICT skills appropriately through all subjects.

Religious Education

46. Standards of attainment seen in lessons, and in pupils' books during the inspection, are above national expectations, as expressed in the Surrey Agreed Syllabus, and have improved on those recorded in the 1996 inspection. The pupils make good progress.
47. By the end of the key stage, pupils have an understanding of the basis of Christianity and of other world faiths, in particular Judaism, Islam and Hinduism. They are respectful of beliefs and traditions distinct from their own. They are strongly aware of the importance of caring for others and the environment. They have a good understanding of the wonder of the created world and relate their learning to the care of the environment and of others. During the inspection, Year 4 discover that Jesus used parables to teach lessons. They act out their own stories to see how Jesus and the disciples might have spread the word before the days of newspapers and television. In Year 5, the pupils study worship in a Jewish home. They look at artefacts, for example the mezuzah case and the Shema within. They use their design and technology skills to make their own mezuzah case, decorate it and write their own prayer to place inside. They are introduced to the customs associated with Passover. Authentic food is provided and they find out about the symbolism associated with it. In Year 6, pupils learn about the life of worship of a Hindu person. A Puja tray and associated artefacts are discussed and pupils know the significance attached to each one and their relevance to worship in a Hindu home, for example ringing the bell to call the Gods.
48. Religious education lessons support the pupils' spiritual, moral, social and cultural development well. Teachers are good at helping pupils to understand the elements of worship and in lessons they create an atmosphere of respect and reflection. The moral and social teaching of different faiths are well emphasised and pupils are encouraged to link this to their own experiences.
49. Pupils' attitudes are very positive. They look forward to their lessons and are very interested in other cultures and religions. They recognise what different religions can teach them about how to behave, and this promotes both cultural development and religious and racial tolerance.
50. The quality of teaching in religious education is good. Teachers have a sound subject knowledge and plan lessons according to the Agreed Syllabus. Resources, which include a wide range of artefacts, are well used to promote learning. Teachers' explanations of important celebrations

and customs are careful and sensitive and pupils are given every opportunity to share their feelings of, and respect for, people whose faith is different from their own. They make good use of cross curricular work: speaking and listening skills are developed through lively discussions; Year 6 pupils decorate hands in Mendhi style which encourages artistic creativity, and Bandhan bracelets are made out of needlework. Visits to churches and cathedrals, temples and mosques are all used to enhance knowledge and experience as much as possible.

51. The curriculum is based appropriately on the Locally Agreed Syllabus and is well planned to give pupils a wide range of experiences and build on their knowledge and understanding. The subject is very well led by the deputy Headteacher who gives good support to her colleagues. Learning in lessons is assessed informally and teachers use this well to help plan the next stages.

Art

52. Pupils attain good standards for their age. This judgement is in line with the findings of the previous inspection. The pupils are able to work imaginatively with a variety of two and three-dimensional media to create images and artefacts. Their observational skills develop well and examples of work from the older pupils are of a high standard. Their drawings are of high quality and they use pencils with skill to represent various artefacts and features of the man made and natural world. They have a good understanding about the range and use of colour and become confident at mixing and blending colours to produce different tones and textures. In Year 3, they produce very attractive paintings in the style of Monet and use a variety of paints to produce above average still life paintings of fruit in the style of Cezanne. By Year 5, the pupils' water colour landscape paintings of a view from a window, show well developed skills in using a wash and brush to create an effective image. Their work with clay shows very good progress from making leaf shapes in Year 3 to designing an imaginary tower and turning their design into a three-dimensional sculpture in Year 5. Their skills at printmaking develop from making their own stencil to print repeating shapes to designing and printing in the style of William Morris. Pupils throughout the school have worked with a wide range of media to produce art work suggested by a variety of stimuli that is closely connected to their topic work. For instance, pupils in Year 4, work with materials to create Tudor figures as a cover for their topic books, while in Year 6, the pupils' glass paintings and silk paintings based around their study of India are of a very high standard. All pupils use their sketchbooks effectively to record observations and develop their ideas.
53. All pupils, including those with special educational needs, make very good progress in art. They build on their skills and knowledge effectively and learn to use an increasing range of materials and tools. They acquire a broad range of techniques and use different media with confidence. They also develop a good knowledge of famous artists and art and craft traditions, from Western and other cultures.
54. Pupils enjoy art and persevere to produce well finished work of a high standard. They are keen and focused. They work well both on their own and with others in groups. Their response is always positive and they talk with enthusiasm about their work with each other and with adults.

55. The quality of teaching is very good. Lessons are very well planned and organised. Teachers demonstrate good knowledge and practical expertise and this has a positive effect on the pupils' enjoyment and attainment. Art is taught as a separate subject and the careful teaching of appropriate techniques and skills make an effective contribution to the pupils' progress. Expectations are high and the activities are designed to motivate the pupils and engage their interest. Questions are used effectively to extend the pupils' knowledge and understanding of the subject. The management of pupils and the use of time is very good. The pupils' work is valued and well displayed around the school. Art effectively complements other subjects, such as design and technology, religious education, science, geography and history.
56. The co-ordinator is knowledgeable and provides very good leadership for the subject through supporting her colleagues and taking a keen interest in all the art activities throughout the school. The scheme of work provides a good framework for teachers' planning and ensures a steady progression of skills through the school. Samples of pupils' work are kept to show the progressive development in their work. The school has a very good selection of resources for both two and three-dimensional work and a pottery room with a kiln. Classroom assistants and volunteer helpers bring their expertise to support both teachers and pupils. The school environment is enriched by good quality displays of pupils' art work. The subject makes an effective contribution to the pupils' spiritual, moral, social and cultural development.

Design and Technology

57. Pupils attain good standards for their age in design and technology. This reflects the findings of the previous inspection. Pupils in all year groups produce good quality, well finished items, which have been thoughtfully planned and carefully made. Pupils in Year 6, design and make high quality, imaginative slippers for different people, using a variety of techniques. During this work they disassemble old slippers to evaluate their appearance, function and suitability. In Year 5, pupils investigate how a cam mechanism works, before designing and producing their own simple Victorian toy. They make hot cross buns and design and make an attractive package to prevent the product being damaged. Pupils in Year 4, design and make money containers to certain specifications, using skills of measuring and sewing. In Year 3, pupils link art and design to make a table cloth to be used for party tables. They design and make a pull-along circus trailer to carry a clay circus animal. Pupils join and combine a variety of materials in different ways and apply additional finishing techniques as appropriate to the purpose of the product. Throughout the school, pupils evaluate their designs and products and suggest ways in which they could be improved.
58. Progress, including that made by pupils with special educational needs is very good. Pupils undertake a broad range of designing and making activities as they move through the school, which provide the opportunity to develop a number of different skills and techniques. They become increasingly knowledgeable about how simple mechanisms can be used to provide different types of movement. Pupils become increasingly competent in handling tools and learn to assemble progressively complex structures as they get older. They become more proficient in evaluating the strengths and weaknesses of their designs and finished products. By the time they are in Year 6, pupils identify design criteria and evaluate the finished product by judging how they could be made better, what they would change and what they are pleased with.
59. The pupils' response is very good. In lessons, they work with enthusiasm and enjoyment,

applying themselves conscientiously to the task. They sustain a very good level of interest and persevere when the work is challenging. They engage in animated discussion and take a great pride in their personal achievements. This was clearly demonstrated in their work displayed on 'Our future...how we see it', when older pupils designed and made clothes of the future from recycled materials, that included a pair of turbo-powered shoes.

60. The quality of teaching is very good. Design and technology is generally, but not always, taught throughout the school by the subject co-ordinator. This sharing of expertise has a very positive effect upon the progress pupils' make. Effective links between the various elements of design and technology are made and assignments are planned thoughtfully to capitalise on pupils' work in other areas of the curriculum. For example, pupils in Year 3, are given the task to design and make Saxon shelters and in Year 5, they make Victorian samplers from their own patterns. The teaching is characterised by the consistently high expectations of pupils' achievement and the very good use of time. Clear explanations of techniques and regular intervention encourage pupils to be creative and motivate them to achieve well. Good opportunities are provided for pupils to evaluate their work as it progresses and to develop particular skills through focused practical tasks. For example, pupils in Year 6, practised and improved their sewing skills before embarking on the assignment to produce slippers. In the lessons observed, activities were very well planned and purposeful with the appropriate range of resources. Challenging tasks instil the need for quality in the pupils' work. The management of pupils and working relationships are very good. Assessment of pupils' work is planned for in lessons and at the end of each unit of term's work the pupils complete a 'design and make' assessment sheet.
61. The subject is very well managed by a knowledgeable and enthusiastic co-ordinator, who has produced a very useful policy, scheme of work and detailed long term plans for each year group. These show how designing and making skills are taught in progression from year to year. The design and technology curriculum is broad and balanced and provides a wide range of interesting and stimulating activities for the pupils. There is a very good range of resources, which include a well equipped technology trolley containing suitable tools and a central store of materials. Each class teacher holds a well equipped toolbox. The school has a room and the facilities for food technology, which are well used.

Geography

62. The progress of pupils has improved since the last report and standards are now good. The policy and published scheme of work set out the key skills to be taught and the learning activities, vocabulary and assessment opportunities for each topic in each year group. Long and medium term plans support this process and daily lesson plans provide comprehensive details of what the teacher intends to cover. Pupils are making good progress in developing their understanding through lessons and research, and through drawing and studying maps and diagrams. They are confident and secure in the required geographical knowledge by the end of the key stage. They are using the Internet effectively to broaden the scope of their studies.
63. Year 3 investigate the local area and use their knowledge well to think about the effect which people have had on the environment and work on a project to improve a wild area within the

school grounds. They draw a plan, using appropriate keys to identify the existing features. Planning and drafting skills are good. Year 5 study rivers, in particular the Angara river in Russia. They know that it is located in Asia and can find it on a world map. They use various text books, and the Internet, well to research information about the river and the towns and cities which are associated with it. They find out about the industrialisation which has taken place and the pollution which this has caused. In Year 6, pupils know India as a developing country and have a good understanding of its physical features. In written work and the various displays there is evidence of the effective use of photographs, the detailed study of the local environment and other geographical skills, such as grid referencing and plotting weather data. All pupils use correct geographical vocabulary and there are many good cross-curricular links.

64. Pupils have a positive attitude towards geography. Research skills are developing very well and pupils are beginning to express opinions about many of the problems associated with the exploitation of the planet. The displays around the school demonstrate the pupils' care when producing work and their pride in the finished product.
65. The quality of teaching is never less than satisfactory and is often good. Teachers have a sound knowledge and understanding of the subject. Lesson plans are thorough and provide challenge and interest. Opportunities exist within all lessons to strengthen cross curricular links and the pupils are given many opportunities to visit places of interest to enhance their work and study. Good examples are plotting the course of the River Tillingbourne for Year 5 and a visit to Cranleigh for Year 6 to undertake a traffic survey. Work is well marked with helpful comments to improve progress.
66. The subject co-ordinator has not been in post for very long but has had a positive impact on standards. Good support is given to colleagues during the planning process, and standards of attainment and progress are monitored on a regular basis. The school is well resourced.

History

67. Although very few lessons in history were observed during the inspection, an examination of pupils' previous work, discussions with pupils and teachers and an examination of planning documents, all confirm that progress is good. High standards have been maintained since the last inspection.
68. During the key stage, history is taught through a series of topics. Pupils learn about aspects of local history and have insights into the Anglo-Saxons, the Tudors and the Victorians. Further afield they study the Greeks and the Egyptians. Year 4 are learning about the Tudors and, in particular, Henry VIII and his wives. Their understanding of chronology is developing very well and they find out why Henry was married six times. The pupils visit Hooke Court, near Dorchester where they experience Tudor life at first hand, dressing up and re-enacting episodes from that time with their teachers. Year 5 study the Victorian era in depth, visiting Ironbridge

and Blists Hill where they spend time in an authentic Victorian school. They have specialist help from visitors, for example a musician who introduces them to the instruments and music from that period of time. Year 6 complete a study of Egypt. In addition to finding out about the Pharaohs and the lives of the Egyptians at the time, they also learn about the geography of Egypt and in particular the River Nile.

69. Discussions with pupils confirm that they enjoy history very much. They remember previous topics in detail and recall all the visits very clearly. During the scrutiny of work there was evidence to confirm that this interest extends beyond school. Pupils research their own material from books and computer software, producing folders full of beautifully presented work.
70. The teaching of history is good. The thoroughly planned and well organised challenges use a range of interesting starting points, artefacts and sources of evidence. Different tasks are matched to pupils' abilities and co-operative enquiry is encouraged. The teachers' understanding of the National Curriculum requirements is good. They are enthusiastic about the subject and set high expectations for pupils.
71. The subject co-ordinator is an experienced teacher who has developed a good policy for the subject, supported by a published scheme of work. The good range of resources which have been collected to support this contribute towards the high standards which are achieved. The planning documents for history are full and detailed and strong links are made with other subject areas. Standards are monitored and evaluated at regular intervals.

Modern foreign language

72. French is taught throughout the school and pupils make good progress across the key stage. By the time pupils leave at eleven, standards reached are high. In Year 4, pupils understand greetings, indicate their ages and where they live. They recognise months of the year in written form as well as orally. By Year 5, they take part in simple dialogues, for example, between a baker and customer. They understand a range of simple classroom commands, short statements and questions. In Year 6, pupils respond quickly to a range of familiar questions. They name places, objects, months and count to twenty. They use their mouths more effectively to achieve clear speech and are developing a good accent. They are sufficiently confident to take part in a role-play situation, asking and receiving directions to certain places in a French city.
73. Pupils respond positively to teachers' questions and answer confidently, both individually and as a class. They enjoy listening to and joining in with taped songs. Most pupils are eager to perform their role-play dialogue in front of the class. Some younger pupils find it hard to maintain concentration when they are not directly involved in speaking or when the pace slackens.

74. Teaching is at least satisfactory and sometimes good. All teachers of French are good role models, speaking confidently, fluently and with good accents. Lessons are more successful when there is a fast pace, pupils are involved in speaking most of the time, chorus work helps pupils to learn new words and improve pronunciation, and there are a variety of activities to reinforce learning. This was seen to good effect in Year 6. Teachers involve a variety of skills with opportunities for pupils to listen, speak, read and write. They use flash cards, gesture, tape cassettes and the overhead projector to good effect.
75. The new policy is a useful document and the yearly planning is linked to an appropriate published scheme. Despite other curriculum and financial demands, the school is committed to maintaining the teaching of French. This is managed through the effective use of teachers' specialist skills either by buying extra hours for a part-time teacher, or by taking each others' classes across a year group. French contributes well to the pupils' spiritual, social and cultural development.

Music

76. Pupils make very good progress in class lessons, which are mainly taught by the music specialist and they reach a good standard. There is a very good structure for the teaching of music skills through the key stage. The teacher plans the development of these skills, both in the long and short term, extremely well.
77. Younger pupils compose accompaniments to songs using percussion and show a very good understanding of rhythm and melody. They sing an African song and devise their own rhythmic movements to accompany it. All pupils are taught to play the recorder as soon as they enter the school and in Years 3 and 4 they are concentrating on the quality of sound produced and the phrasing of the notes. There is an appropriate emphasis on sight reading skills. In Year 5, pupils are able to identify the dynamics of the Burundi drum. They can play a rhythm presented by the teacher and then create their own. They compose sequences of rhythm with confidence. In Year 6, pupils are learning about India. They listen to a range of Indian music and can name many of the instruments being used. They compose a piece of music using the timbre of different percussion instruments.
78. All pupils make very good progress in listening skills and comment on a range of music. Pupils sing with good diction and phrasing and can control their voices in softer passages and hold a melody in two-part singing. By the end of the key stage they sing songs of increasing difficulty with confidence and enthusiasm. The well attended school choir, which performs in school concerts and locally, gives good opportunities to develop skills and confidence further and there are many opportunities for pupils to learn to play a range of musical instruments. Pupils with special educational needs make good progress and take an active part in lessons and the choir.
79. Pupils behave very well at all times during any music lesson or activity. They work in groups, and discuss ideas sensibly and maturely. They listen to each others' performances quietly, with enjoyment. There is a feeling of excitement during lessons. Pupils contribute considerably to their own progress through their very high standard of behaviour and involvement.

80. The quality of teaching is very good. The music specialist is very enthusiastic and knowledgeable. Her planning is detailed and thorough and the lessons are lively, interesting and challenging. She emphasises attention to sound constantly, encouraging pupils to refine their singing, or instrumental playing, to improve performance. Pupils are encouraged to be imaginative, and to attempt, and master, more difficult rhythms or songs. Relationships are excellent. Resources are always plentiful, of very good quality and easily accessible. Her very good leadership of the choir, the range and variety of extra-curricular activities, and her links with visiting specialists, add further to the attainment and progress of pupils in music. The very high standards in music mentioned in the last report have been maintained. Music is a strength of the school.

Physical education

81. Standards in this subject are good. The work covered is appropriate and skills are practised and improved. The younger pupils in Key Stage 2 are developing good co-ordination skills, their movement is controlled and unselfconscious and they have an imaginative response to their tasks. They make good progress in movement through the key stage, building on their earlier experience and achievements, and this applies also to children with special educational needs who are totally part of their class. Teachers are aware of the pupils who require extra help and encouragement and are ready to give them the confidence to try even harder. Higher ability pupils are also encouraged. In dance, the pupils have a good vocabulary of movement and awareness of their space, responding sensitively to their tasks, they are able to control their movements by varying their shape, size, direction, level and speed. Year 6 were able to apply what they had learned in a lesson given by an Indian Dancer. They were totally absorbed and attentive and performed the very different movements with good control and balance; they understood what was meant by talking with their body to portray character and narrative and they refined their movements well. In gymnastics, Year 6 link movements into a sequence very skilfully, learning and repeating their pattern and displaying a very high quality of movement work. Virtually all pupils learn to swim and complete 25 metres as required by the time they are eleven. They are well supported by the swimming club that operates in the summer term.
82. The pupils generally are enthusiastic, interested and well motivated. They change quickly into suitable clothing and are eager to start lessons. They listen carefully to instructions, respond well and are able to work well in groups, they are co-operative, keep to rules and, in a netball match, they play fairly in a sportsmanlike way. They accept tasks positively, showing confidence and initiative and they watch with interest what other pupils are doing. During the inspection only a few pupils had an opportunity to evaluate their work but this aspect is being extended. Within lessons pupils are making good progress in related physical skills, but also to some extent in social skills.
83. Teaching generally is well planned and paced and, in some instances it is challenging, linking well

to the current themes in other lessons. The teachers observed show varying degrees of knowledge and understanding of the work being covered, but teaching is never less than sound and in four out of five lessons it is good or very good. The overall policy and planning gives very good support to the non-specialist teachers and offers a good balance. It is comprehensive and well considered to provide, progression, challenge and a sense of achievement. Games lessons in particular have clear objectives and purposeful varied tasks, there is good control and discipline with a satisfactory balance between warm-up and skill-related activities. Expectations are high and the children respond well, achieving success at their level of ability. Attention is given to safety, for example when moving apparatus and making pupils aware of the effect of exercise on their bodies; pupils could answer detailed questions about this. Assessment sheets giving pupil skills profiles are at an advanced stage of planning, as part of the scheme of work. There is a carefully planned awards scheme for swimming.

84. There is a good supply of resources for outdoor and indoor activities which are stored efficiently and used appropriately and effectively. The hall which is used for physical education is generously proportioned for the numbers and ages. There is good provision for swimming and outdoor games. The school has its own outdoor swimming pool and there is good playground space and generous field space in the school grounds. Adventurous activities are provided for by a residential course at a specialist centre.

85. There are well attended physical education activities at lunchtime and after school. The school provides opportunities for pupils to take part in competitions and matches against other local teams and staff and parents provide invaluable support for activities, such as netball, football, swimming and cross country teams. This is an exceptionally well organised and successful subject, led by an enthusiastic and knowledgeable co-ordinator. It also benefits from the positive commitment of the entire staff from early morning when the whole school gathers for five minutes of exercise to music, through lunchtime activities which involve large numbers of pupils, to after school clubs, training and matches which are all enthusiastically supported. There is a shared joy and interest in the subject which leads to high expectations and standards.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The team consisted of five inspectors, including a lay inspector, who spent a total of 19 inspector days in school. The inspection team:
 - spent 60 hours 30 minutes observing lessons and reviewing pupils' work;
 - attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the pupils on several days;
 - observed pupils' arrival at and departure from school;
 - observed all teachers at least once and most several times;
 - had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
 - reviewed all the available written work of a representative sample of three pupils from each year group;
 - held informal discussions with many pupils;
 - analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - .the school prospectus;
 - .school policies;
 - .the Governors' Annual Report to Parents;
 - .minutes of governors' meetings;
 - .financial statements;
 - .the School Development Plan
 - .subject policies and planning;
 - .pupils' reports and records, including special educational needs records
 - held a meeting attended by 36 parents and considered responses from 99 parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	351	7	37	29

Teachers and classes

Qualified teachers (Y3 - Y6)

Total number of qualified teachers (full-time equivalent)	14
Number of pupils per qualified teacher	23.72 : 1

Education support staff (Y3 - Y6)

Total number of education support staff	9
Total aggregate hours worked each week	120.0

Average class size:

29.2

Financial data

Financial year: 1999

	£
Total Income	574782
Total Expenditure	578708
Expenditure per pupil	1717.23
Balance brought forward from previous year	21248
Balance carried forward to next year	17322

PARENTAL SURVEY

Number of questionnaires sent out:

350

Number of questionnaires returned:

99

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	25.3	63.6	9.1	2.0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.4	50.5	3.0	4.0	1.0
The school handles complaints from parents well	15.2	43.4	31.3	9.1	1.0
The school gives me a clear understanding of what is taught	27.3	61.6	8.1	3.0	0
The school keeps me well informed about my child(ren)'s progress	28.3	51.5	11.1	7.1	2.0
The school enables my child(ren) to achieve a good standard of work	30.3	54.5	13.1	2.0	0
The school encourages children to get involved in more than just their daily lessons	38.4	48.5	11.1	1.0	1.0
I am satisfied with the work that my child(ren) is/are expected to do at home	22.2	57.6	10.1	10.1	0
The school's values and attitudes have a positive effect on my child(ren)	31.3	51.5	15.2	2.0	0
The school achieves high standards of good behaviour	29.3	53.5	15.2	2.0	0
My child(ren) like(s) school	50.5	41.4	4.0	4.0	0