

INSPECTION REPORT

St Paul's C of E Infant School
Tongham

LEA area: Surrey

Unique Reference Number: 125148

Headteacher: Mrs Sue Brooke

Reporting inspector: Mr David Shannon
5240

Dates of inspection: 4 - 6 October 1999

Under OFSTED contract number: 707836

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	Voluntary Controlled
Age range of pupils	4 - 7
Gender of pupils	Mixed
School address:	The Cardinals Tongham Farnham Surrey GU10 1EF
Telephone number:	01252 400222
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Margaret Murray
Date of previous inspection:	4 - 6 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Shannon, RGI	Mathematics	Attainment and Progress
	Science	Leadership & Management
	Information Technology	Teaching
	Religious Education	
	Geography	
	History	
	Physical Education	
	Equal Opportunities/Section 11	
Elizabeth Bowes Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
		Efficiency
Anita Lockyer	English	Attitudes, behaviour and personal development
	Under Fives	Curriculum and Assessment
	Design & Technology	Pupils' spiritual, moral, social and cultural development
	Art	Special Educational Needs
	Music	

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The Registrar
The Office for Standards in Education

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London WC2B 6SE

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MAIN FINDINGS

What the school does well

The school has forged an effective partnership with parents and the community and this contributes to the raising of standards.
Relationships throughout the school are good.
The school's provision for moral and social development of pupils is good.
There is a very good match of number, qualifications and experience of support staff to the demands of the curriculum and this contributes to raising standards and progress.
The accommodation, teaching and support staff are used effectively for teaching and learning.
The administration and management of day-to-day routines are efficient and ensure smooth running of the school.

Where the school has weaknesses

The quality of teaching is unsatisfactory in Year 1.
There is a need for a clear and coherent sense of direction for the work of the school.
The whole school monitoring of standards of achievement and quality of education is not systematic or rigorous enough.
The policies and procedures for SEN do not meet statutory requirements and the Code of Practice.
The school's provision for pupils' spiritual development is unsatisfactory.
At Key Stage 1, the procedures for assessing pupils' attainment and progress in subjects other than English and mathematics are unsatisfactory.

The weaknesses are outweighed by what the school does well. However, there is an increasing emphasis on improving attainment in the school with the introduction of individual homework diaries, mainly for English and mathematics. The School Development Plan identifies priorities for raising attainment, however, the means for measuring success need to be more clearly defined. Overall, the evidence from the inspection is that the literacy and numeracy hours are having a positive impact on attainment and progress. The weaknesses, which have been identified, will form the basis of the governors' action plan, a copy of which will be sent to every parent and carer of pupils at the school. Governors will report once a year on the progress they are making to address the issues raised in this report.

How the school has improved since the last inspection

The school has made satisfactory progress in addressing the weaknesses identified in the 1996 report, however, more work still needs to be undertaken on some aspects, particularly schemes of work. Comprehensive schemes of work are now in place for music, history and geography and the subjects are fully represented in the curriculum. The school has appointed a music specialist. The satisfactory introduction of the literacy hour has provided more opportunities for pupils to write for a variety of purposes and standards of presentation are now sound. The majority of the schemes of work are not comprehensive enough to provide progression and continuity throughout the school and, therefore, this is still a weakness.

The school has increased the number of opportunities for pupils to undertake investigative work and develop reference skills. More responsibility has been allocated to curriculum co-ordinators and they now have job descriptions. The School Development Plan has improved, but work is still needed on this document. The school has improved the opportunities for developing pupils' cultural education but identified opportunities for spiritual development have not yet been put into practice. The school has a satisfactory capacity for further improvement.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

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

These figures for the academic year 1997/8, show that pupils at the end of Key Stage 1 were below average in reading in comparison with the national average and compared with

pupils of their own age in schools in similar areas. The writing results were in line with national average but they were below average compared with pupils of their own age in similar schools. The pupils' results in mathematics were well below average both nationally and against similar schools.

The school's results for the academic year 1998/9 show a significant improvement compared to national figures. In reading, writing and mathematics, pupils were broadly in line with the national average. The 1999 comparative figures for similar schools were not available at the time of the inspection. The National Literacy Strategy and the National Numeracy Strategy are improving standards. The findings of the inspection are that by the end of Key Stage 1, pupils' attainment in reading, writing and mathematics is in line with national expectations.

By the end of Key Stage 1, pupils' attainment in science and information technology is in line with national expectations. Pupils reach the standards set out in the Local Agreed Syllabus for religious education. There was insufficient evidence to judge pupils' attainment in design technology and history. Pupils' attainment in other foundation subjects is in line with national expectations.

Quality of teaching

Teaching in	Under 5	5 – 7 years	
English	good	satisfactory	
Mathematics	good	satisfactory	
Science		satisfactory	
Information technology			
Religious education		satisfactory	
Other subjects	satisfactory	satisfactory	

Teaching is at least satisfactory in 76 per cent of lessons. It is good or better in almost 5 out of 10 lessons. In the reception class, the teaching of English and mathematics is good. In Key Stage 1, over 4 out of 10 lessons were good or better. Teaching is good in physical education and music. However, in Key Stage 1, 3 out of 10 lessons were unsatisfactory. In Year 1, the teaching of mathematics is unsatisfactory and some unsatisfactory teaching was also observed in English and history. Overall, the quality of teaching in Year 1 is unsatisfactory. In Key Stage 1, the teaching of the short reading period at the beginning of the afternoon is unsatisfactory. In Key Stage 1, there was insufficient evidence to make judgements about the quality of teaching in information technology, design technology and history. All other subjects are taught satisfactorily, including religious education.

For most lessons, teachers plan and prepare their lessons well, with activities usually well matched to pupils' abilities. Teachers have a good knowledge and understanding of the subjects being taught. In Key Stage 1, good use is made of homework activities to extend and reinforce pupils' learning.

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

Other aspects of the school

Aspect	Comment
Behaviour	Overall, behaviour is satisfactory. In some lessons the noise level is high. Behaviour in the playground and at lunchtime is good.
Attendance	Sound. All the requirements for recording and reporting attendance are met. Punctuality is good.
Ethos*	Pupils' attitudes to work are positive. Generally, pupils show an interest in their work. Relationships throughout the school are good. A more rigorous approach to obtaining high standards is required.
Leadership and management	Satisfactory overall. There are a number of weaknesses in providing a clear sense of direction for the work of the school. Improvement since the last inspection is satisfactory.
Curriculum	The school provides a broad curriculum with an increasing emphasis on literacy and numeracy. A number of subjects lack effective schemes of work and policy statements. The procedures for formal assessment in English and mathematics are good but unsatisfactory in other subjects.
Pupils with special educational needs	The provision of support for pupils with special educational needs is good, but the co-ordination of support and systems to track and record progress are unsatisfactory. The school's Special Educational Needs Policy does not meet statutory requirements.
Spiritual, moral, social & cultural development	The provision for pupils' moral and social development is good. Cultural development is satisfactory, while spiritual development is unsatisfactory.
Staffing, resources and accommodation	Staffing levels are adequate. There is a very good provision of support staff. Overall, resources are satisfactory. Classrooms are adequate in size.
Value for money	The school provides sound 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
<p>? They feel that staff are approachable. Parents feel that they are encouraged to play an active part in the life of the school. They feel that they are kept informed about their child's progress Parents feel that the school promotes positive values and attitudes. Parents say that their children enjoy coming to school. ? They feel that the school keeps them well informed about what is taught.</p>	<p>? Some parents are dissatisfied with the Some parents at the parents' meeting with her mathematics was given as homework and</p>

The inspectors' judgements support the positive views put forward by the parents. Inspectors made a careful scrutiny of homework diaries, the school's homework policy and talked to teachers and pupils. They consider that the amount of homework being set is appropriate for pupils of this age. Mathematics homework is set on a regular basis and follows the IMPACT mathematics scheme. The homework policy was only introduced at the beginning of the term and may not have been seen by all parents.

KEY ISSUES FOR ACTION

In order to raise standards and to improve the quality of education still further, the governors, headteacher and staff should:

Improve the quality of teaching in Year 1 by:

- drawing up an action plan to support improvement;
- monitoring the quality of teaching on a weekly basis and sharing the outcomes with personnel involved;

reporting the findings to the appropriate committee of the governing body on a termly basis.

(see paragraphs 30, 35, 36, 107, 114, 149)

Provide a more coherent sense of direction and priorities for the development of the school by:

- ensuring that schemes of work and policies are in place for all subject areas and that both schemes and policies follow an agreed format;
- ensuring that the School Development Plan has action plans for premises, finance and personnel;
- ensuring that all support staff have job descriptions;
- completing the staff handbook;
- drawing up agendas for staff meetings and recording minutes/outcomes of meetings; recording the outcomes of staff appraisal discussions.

(see paragraphs 43, 69, 74, 116, 119, 127, 134, 138, 141)

Extend the school's existing monitoring and evaluation programme by:

- establishing formal and regular procedures for monitoring and evaluating the standards of attainment and quality of teaching in the core and foundation subjects; taking action where necessary to maintain or improve standards by setting challenging, yet realistic targets that are measurable and assessable.

(see paragraphs 72, 74, 75, 122, 148, 161)

Improve policies and procedures for Special Educational Needs by:

- writing a new policy to meet the statutory requirements and Code of Practice;
- ensuring that the annual report of the governing body to parents meets statutory requirements;
- establishing procedures for monitoring the progress of pupils with Special Educational Needs, including regular reviews with parents;

improving whole school co-ordination of support staff.

(see paragraphs 41, 57, 71, 75)

Improve the school's provision for spiritual development by:

- incorporating the written policy statements into teachers' medium/short-term planning; monitoring both medium/short term planning to ensure that opportunities are identified.

(paragraph 50)

Establish procedures and practices for assessing attainment and progress in science and the foundation subjects by:

ensuring that all policy statements include clear procedures for assessing and recording pupils' attainment and progress both short and long term.

(see paragraphs 47, 121, 127, 134, 148, 151)

INTRODUCTION

Characteristics of the school

1. St. Paul's Church of England Infants' School is situated within a housing development in the village of Tongham. The site has a spacious playing field and a hard surface play area with a variety of markings. The school draws pupils from the village of Tongham and the surrounding area. The socio-economic circumstances of the catchment area are broadly average. At the time of the inspection, the school had 69 full-time pupils and 11 part-time pupils in the reception class. This is small for similar types of schools. There are slightly more girls than boys. The average class size is 25 but the pupil : teacher ratio is 16 to 1.

2. There are six pupils from homes where English is not the first language. Some 13.7% of pupils are eligible for free school meals, which is below the national average. Thirty-two pupils are on the school's special educational needs register (40%). This is well above the national average. Of these pupils, three have a statement of special educational need (3.7% of the school roll). This is above the national average. Over the years, the levels of attainment of pupils on entry to the school have fluctuated but recently they have been below average.

3. The school prospectus contains a set of general aims and there are specific aims for areas of the curriculum. The School Development Plan contains three main areas for improvement and development plans for literacy and information and communication technology.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage at National Curriculum Level 2 or above	School	86(83)	86(83)	86(79)
	National	82(80)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	11	11	12
	Girls	8	8	8
	Total	19	19	20
Percentage at National Curriculum Level 2 or above	School	86(83)	86(79)	91(79)
	National	82(81)	86(85)	87(86)

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

5. Attendance

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

		%
Authorised Absence	School	5.8
	National comparative data	5.6
Unauthorised Absence	School	0.1
	National comparative data	0.5

6. Exclusions

Number of exclusions of pupils (of statutory school

Number

age) during
the previous year:

Fixed period	3
Permanent	0

7. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	12
Satisfactory or better	76
Less than satisfactory	24

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

8. On entering reception class, children's attainment is measured by Surrey's baseline assessment scheme. This indicates that children are below average overall on entry with a high percentage of children having special educational needs.

9. In the reception class most children enjoy looking at books and can recognise rhymes. A few children can write their name but many are still at the tracing stage. The majority have satisfactory listening skills, however, they need considerable encouragement to speak at length. Most pupils are making satisfactory progress and should achieve the desirable learning outcomes in all areas by the time they are five. In mathematics, many can count to five and some children can count to ten. They are starting to use appropriate mathematical language and enjoy number games. Although attainment in mathematics is low, children are making satisfactory progress. The provision for mathematics is such that the majority of pupils should achieve the desirable learning outcomes. Children's knowledge and understanding of the world is satisfactory. They can recall features of their school environment and starting to explore using appropriate senses. Children use construction toys and make models from a range of materials. Children use a tape recorder and headphones to listen to stories and some are able to use the mouse on a computer quite skilfully. They make satisfactory progress towards the desirable learning outcomes. Children's physical development is appropriate for their age. They are well co-ordinated and are aware of space. Their fine motor skills are developing well, especially in the use of pencils and tools. Many are already achieving the desirable learning outcomes and they are making satisfactory progress. Creative development is just satisfactory. Children enjoy singing rhymes together but other creative activities show little evidence of children developing their creative skills independently. Children make good progress in personal and social education and should achieve the desirable learning outcomes by the time they are five. They play alongside and co-operate with one another in the outside area and the role-play area. They are able to dress and undress with only a little help for physical education session.

10. In the 1999 national tests at the end of Key Stage 1, 86 per cent of pupils achieved level 2 or above in reading, which was close to the national average of 82 per cent. The percentage reaching the higher level 3 was also close to the national average and showed a marked improvement on the 1998 result. In 1999, the results at the end of Key Stage 1 national test in writing, show that 86 per cent of pupils reached level 2 or above in writing, which was close to the national average of 83 per cent, but the percentage of pupils achieving level 3 was below average. Over the three years (1996-1998), there has been some fluctuation in pupils' average results in reading and writing. Attainment during the inspection was judged to be in line with national expectations in both reading and writing. Although girls have performed better than boys in reading over the last three years, the inspection found there to be no significant difference in their performance.

11. In the 1999 national tests at the end of Key Stage 1, 86 per cent of pupils achieved level 2 or above in mathematics which was close to the national average of 87 per cent. The percentage of pupils achieving level 3 was above the national average. Over the three years (1996-1998), the average results of both boys and girls were below the national average. Attainment during the inspection was judged to be in line with national expectations. This is due to the good quality of planning for the numeracy hour. There is no significant difference in the attainment of boys and girls.

12. Teacher assessments for science at the end of Key Stage 1, show that pupils' attainment in 1999 was close to the national average in the number of pupils achieving level 2 or above. The percentage of pupils achieving the higher level 3 was well above average. Results for 1999 show a significant improvement in performance from 1998. Standards of attainment observed during the inspection were in line with national expectations for seven-year-olds.

13. By the age of seven, pupils' attainment in English is in line with national expectations. The majority of pupils read accurately, with some use of expression and they use phonics and context clues to help them decode words. They can retrieve information from books and are beginning to use content pages. Overall, pupils make satisfactory progress in reading throughout Key Stage 1. Pupils are able to write legibly for a wide range of purposes. However, few pupils are able to write imaginatively in complex sentences. Spelling and punctuation are generally accurate. Overall, progress in writing is satisfactory. Pupils with special educational needs make satisfactory progress.

14. By the end of Key Stage 1, speaking and listening skills are in line with national expectations. They can explain what they have learnt to their peers in feedback sessions and make simple predictions, for example, in a Year 2 science lesson. Overall, pupils make satisfactory progress.

15. By the age of seven, pupils' attainment in mathematics is in line with national expectations. They are able to recognise, write and sequence numbers to 100 and understand place value of tens. They are able to identify and name regular and irregular shapes and explore number patterns, leading to the creation of multiplication tables. They are beginning to tell the time using half past, quarter past and quarter to the hour. Pupils of all ability groups make satisfactory progress.

16. In Key Stage 1, pupils' attainment in science is in line with national expectations. By the age of seven, they recognise the importance of a fair test and are able to make simple predictions. They are able to investigate the properties of materials and they know the conditions needed for plants to grow healthily. Pupils can describe what they have learnt in words and simple diagrams. All ability groups make satisfactory progress, including those pupils with special educational needs. The school uses a published scheme and plans to draw up its own scheme of work based on this and the government's scheme of work for science.

17. In Key Stage 1, attainment is in line with that expected of pupils of a similar age and pupils make satisfactory progress in art, geography, information technology, music and physical education. The lack of detailed schemes of work for art, information technology and physical education has an adverse effect on pupils' overall rates of progress. Procedures for assessing pupils' attainment and progress are not detailed enough.

18. There was insufficient evidence to judge pupils' attainment and progress in design technology and history.

19. In Key Stage 1, pupils make satisfactory progress in religious education and their attainment is in line with the expectations of the local authority's Agreed Syllabus. They are able to identify some stories from the Bible that they are familiar with and talk about them. They are starting to acquire knowledge of other religions. At the end of Key Stage 1, pupils know the importance of special books, for example, the Bible, Torah and Koran. They begin to develop an understanding of how a faith affects a believer's life.

20. Throughout the school, pupils with special educational needs make satisfactory progress. However, the procedures for recording and tracking the progress of the majority

of pupils with special educational needs are unsatisfactory. Pupils for whom English is an additional language make similar progress to their peers.

21. The School Development Plan has identified targets to improve pupils' attainment and progress. Although these are appropriate, they are not easily measurable and assessable.

Attitudes, behaviour and personal development

22. Overall, pupils' attitudes, behaviour and personal development are satisfactory with some good features and make a sound contribution to their learning.

23. Pupils' response to lessons ranges from unsatisfactory to good, with almost half of the lessons being good. Generally pupils' attitudes are positive. They are interested in lessons, listen attentively and concentrate well on the tasks set. In Year 1, where the pace is too slow and management unsatisfactory, pupils lose interest and talk.

24. The behaviour of most pupils is satisfactory and the school has an effective behaviour policy. Pupils understand the rules, which are written out and displayed in the classrooms. However, they do tend to call out answers to questions and chatter so that the noise level in some lessons is unacceptable. Pupils' behaviour in the playground and at lunchtime is good. Pupils are polite and friendly, showing consideration for one another and treating their books, tools and surroundings with care.

25. Relationships throughout the school are good. Pupils work and play collaboratively, such as when they were measuring in a mathematics lesson and when they were playing in the pirate ship in the playground. No incident of bullying, aggressive behaviour or inappropriate language was observed during the inspection. Pupils of all abilities and background relate well to one another.

26. The provision for the personal and social development of pupils under five is good and they are making good progress. Although pupils had only been in school a few weeks by the time of the inspection, they have settled well into the school routines and are relating well to one another.

27. From the time they start school, pupils are encouraged to be independent in dressing and in clearing up. They respond appropriately to responsibility, for example, taking the register to the office. However, older pupils are given insufficient opportunities to develop independence and responsibility by, for example, giving them more choice and by involving them in the preparation and selection of materials for lessons.

28. The school has contacts with the local church and contributes to the life of the community through taking part in events such as music festivals.

Attendance

29. Pupils' attendance is sound and this makes a positive contribution to their attainment and progress. Attendance levels are in line with national figures but are slightly lower than at the time of the last report. All 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.

QUALITY OF EDUCATION PROVIDED

Teaching

30. Teaching is at least satisfactory in 76 per cent of lessons. It is good or better in almost 5 out of 10 lessons. In the reception class, the teaching of English and mathematics is good. In Key Stage 1, over 4 out of 10 lessons were good or better. However, 3 out of 10 lessons were unsatisfactory. In Year 1, the teaching of mathematics is unsatisfactory. There was also some unsatisfactory teaching in Year 1, in English and history. Overall, the quality of teaching in Year 1 is unsatisfactory. The unsatisfactory teaching was due to inadequate classroom management strategies, low expectations of pupils' behaviour and concentration and inadequate pace to the lesson. In Key Stage 1, the teaching of the short reading period at the beginning of the afternoon is unsatisfactory. The sessions are not sufficiently structured or focused and pupils make little progress.

31. The quality of teaching for the children under five in English and mathematics is good. The planning shows that the needs of all the children are met and time is given for the children to practise relevant skills. In Key Stage 1, the teaching of physical education and music is good. Teachers demonstrate good subject knowledge and activities are matched to the needs of all pupils. In Key Stage 1, there was insufficient evidence to make judgements about the quality of teaching in information technology, design technology and history. All other subjects are taught satisfactorily, including religious education.

32. The previous inspection report noted that teachers' knowledge in music and some aspects of history and geography were not sufficiently well developed. This is no longer the case. Overall, teachers have good subject knowledge of all subjects of the national curriculum. In nearly all lessons, activities are provided which match the full range of ability levels in the class. This is particularly evident in the tasks provided for group work in the literacy sessions.

33. Except for the short reading period at the beginning of the afternoon, the teachers plan and prepare their lessons conscientiously and effectively. In the main, teachers identify specific objectives for each lesson and this clear focus and direct teaching generally ensures that progress is made. The previous report noted that planning for progression and continuity was less successful in music, history, geography and some aspects of art and religious education, because of a lack of schemes of work. This situation has been rectified in the case of music, history and geography, but a number of other subject areas, including art and religious education, still lack clear schemes of work.

34. The methods and organisation used by teachers in the reception class are good, with some good features in Key Stage 1. Particular strengths include good instructions and explanations given by teachers and the effective use of discussion in preliminary and plenary sessions.

35. Overall, pupils' behaviour is satisfactorily managed. Teachers insist on pupils' full attention in introductory sessions and when explaining tasks. However in Year 1, where behaviour management strategies are unsatisfactory, pupils lose interest, talk and make unsatisfactory progress. Relationships with pupils are good throughout the school. Teachers value the contribution made by every pupil and give positive praise, where appropriate.

36. Time and resources are used satisfactorily. The majority of lessons move at a good pace. However, sometimes in Year 1, too much time is spent giving out resources and managing pupils' behaviour. This leaves insufficient time for group or individual work, or occasionally, review sessions at the end of the lessons. Support staff are used effectively to support pupils' learning throughout the school and are briefed and supported by class teachers. However, there are no specific whole school guidelines as to their overall role.

37. Teachers use a range of strategies to check pupils' understanding in lessons, for example, by review sessions with the whole class at the end of literacy and numeracy lessons. Teachers talk to pupils about their work and give accurate feedback on performance. Work is marked regularly, with written comments and an incentive given for good work. Teachers generally make good use of homework, particularly to support reading and spelling. IMPACT mathematics is also set on a regular basis and helps to extend and reinforce pupils' knowledge and understanding of mathematics. The introduction of home/school diaries is a good initiative as it offers parents an opportunity to become partners in their children's progress.

38. The quality of teaching for pupils with special educational needs is satisfactory. Many pupils receive additional help from support staff within the classroom. Some pupils are withdrawn for sessions, such as Reading Recovery, which helps them to develop skills in small steps and consolidate previous learning. Class teachers make effective use of individual education plans.

The curriculum and assessment

39. The school provides a broad curriculum that includes all subjects of the National Curriculum and religious education. Sex education is integrated into personal, social and health education. The school has successfully implemented the literacy hour and has made a good start in implementing the numeracy session. The last inspection reported that there was an imbalance in the quality of the curriculum with regard to some subjects. The school has rectified this and now the quality of all subjects is satisfactory and for some it is good, for example, history and geography. The one exception is design technology where there was insufficient evidence to make a judgement

40. In the reception class, the curriculum for the under fives is appropriately based around the areas of learning defined by the Desirable Learning Outcomes. The National Literacy Strategy and the National Numeracy Strategy are being followed in a form that suits the needs of young pupils.

41. Provision for special educational needs is variable. The documentation is unsatisfactory and does not meet statutory requirements. This has been identified for review by the headteacher. The school does not conform to the Code of Practice; for example, not all parents of pupils with individual education plans are involved in the review of their child's plan. However, the school provides a supportive environment for its unusually high number of pupils with special educational needs. The school employs a number of classroom support assistants, as well as providing extra part-time teaching support for literacy. Although all these adults are well deployed and make a positive contribution to pupils' learning, there is no central co-ordination of their work. Overall, the school provides equality of access and opportunity for all its pupils.

42. Pupils with English as an additional language are well supported in the classroom and the school has recently begun to focus on the needs of the more able pupils.

43. Short-term planning is good and there are clear learning intentions for lessons, but planning for continuity and progression across the school is less satisfactory. Although there are policy documents in place for most subjects, they are of varying format and quality. Most subjects, for example, mathematics, design technology and information technology, lack an effective scheme of work. Although there is some monitoring of curriculum planning it does not take place for all subjects and lacks structure.

44. The school has a recently introduced homework policy and parents are encouraged

to take an active part in their children's education. Many parents now provide valuable help in the school. Educational visits and visitors coming to the school enrich the curriculum. Pupils take part in musical performances and the school has lunchtime recorder lessons.

45. Arrangements for day-to-day assessment are satisfactory. The previous inspection commented that the school marking policy was insufficiently detailed to ensure a consistent approach. The school now has a suitable marking policy that is being followed. Work is regularly marked using a coding system to indicate errors such as spelling or punctuation. Written comments and a smiley face signal good work.

46. Assessment procedures for the under fives are good. Pupils are assessed on entry to the school using the Surrey Baseline Assessment Scheme and an assessment scheme produced by Durham University. These assessments are used to group pupils and plan learning tasks and to identify specific needs. Assessments are made throughout the year and pupils are reassessed at the end of the reception year.

47. Procedures for formal assessment in English and mathematics are good, but unsatisfactory in the other subjects. There are regular reading and spelling tests that help to identify pupils in need of extra support, that help in setting individual targets for pupils, and contribute to the raising of standards in English. Other subjects lack a systematic approach. Although the school has recently begun to establish portfolios of work for the different subjects, the levelling of pupils' work, its monitoring and moderation are at varying stages of development and quality.

48. The previous inspection commented on the need to involve all staff in analysing data to further influence planning. All teaching staff are now involved in analysing national curriculum test results. The school intends to extend this practice to include a detailed analysis of gender and ethnicity.

Pupils' spiritual, moral, social and cultural development

49. The school's provision for spiritual, moral, social and cultural development is sound overall and makes an effective contribution to pupils' progress.

50. The provision for pupils' spiritual development is unsatisfactory. The previous inspection reported that there were too few opportunities for spiritual development other than in assemblies. There is little evidence of improvement in this area. The school has recently written a policy for the development of pupils' spiritual, moral, social and cultural development that highlights the ways in which the various subjects of the curriculum can contribute to the pupils' spiritual development. However, the spiritual aspects of this policy are not translated into practice. The quality of the daily act of worship is satisfactory and includes a brief time for reflection. It also meets statutory requirements.

51. Provision for pupils' moral development is good. The school has an effective behaviour policy and school rules are displayed in the classroom. Positive attitudes to work and behaviour are rewarded with stickers and praise. Teachers also try to get pupils to understand why some behaviour is unacceptable. The school fosters respect for one another and the adults provide good role models for the pupils.

52. Good provision is made for pupils' social development. The school's policy and scheme of work for personal, social and health education covers areas such as relationships, citizenship and safety. Relationships throughout the school are good. The school encourages pupils to take turns, to listen to each other and to value each other's contributions. There are some opportunities for pupils to take responsibility throughout the school, for example, taking the register to the office or being the milk monitor, but there is a

need for more tasks for older pupils. Pupils have the opportunity to play together collaboratively at playtime in the school's well-equipped playground. Also, musical activities such as recorder club, singing, and taking part in music festivals, encourage a team spirit.

53. Pupils' cultural development is satisfactory. The school broadens pupils' understanding of their own culture through music and educational visits and visiting performers. It encourages an understanding of other cultures through the curriculum. For example, pupils study the work of various European artists, they listen to the music of different composers, and in assemblies and religious education, pupils learn about other world faiths as well as Christianity. The previous inspection report stated that insufficient use was made of stories and music to develop awareness of different cultures. The school has now rectified this and is developing its resources.

Support, guidance and pupils' welfare

54. The provision for the support, guidance and welfare of pupils is sound.

55. The arrangements for new pupils entering the school are good. Parents stated that they were very happy with the induction procedures when their children started school and praised the sensitivity and support of the reception staff. Overall, the quality of care by both teachers and other adults in the school is good; they show genuine concern for the pupil's well being. Staff pool knowledge and ensure that the headteacher and others are promptly informed should any concerns arise. Pupils' personal development is carefully monitored on an informal basis and parents are informed of any short-term targets.

56. Educational guidance for pupils is sound overall. On the whole, work is well matched to pupils' needs in class, and pupils are given individual support when they have queries or difficulties. The school does not have in place formal systems for monitoring pupils' progress other than in the core subjects of English, mathematics and science, or for tracking the progress of individual pupils over time. This is reflected in some of the general comments made in the reports to parents on pupils' progress.

57. Pupils with special educational needs receive caring support within class and are provided with appropriate guidance by the teacher, special educational needs co-ordinator and in some cases visiting specialists. Although the pastoral care of pupils is good, not all formal procedures are fully in place. For example, parents of pupils with special educational needs are not always fully involved in the review process.

58. The school has a detailed behaviour policy that is appropriately implemented. In most classes there is sound pupil management, however, in some instances, strategies for managing behaviour are not effective. Staff are alert to the possibility of bullying and clearly understand the procedures for dealing with it.

59. The school effectively promotes the importance of health and safety, especially in curriculum subjects like physical education. The governors are keen to ensure the health and safety of pupils. The school is regularly checked on a termly basis and any issues are quickly dealt with. There are regular fire drills and the school keeps a careful record of these dates and times.

60. There are good procedures for child protection. Issues are appropriately dealt with and all staff are aware of the procedures to follow should a child disclose. There is close liaison with the social services. The school positively promotes the importance of pupils' health and several staff have completed first aid courses. There are good arrangements in place for the administration of first aid and medication. The senior school assistant is very conscientious in recording the daily administration of medication. The monitoring of

attendance is good and all staff including teachers and office staff are involved in tracking attendance.

61. 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.

Partnership with parents and the community

62. The school's partnership with parents and the community is good. This is an area that has continued to improve since the last inspection. The school has been successful in actively encouraging parents to be more involved in the life of the school. Parents are committed and very supportive.

63. Information provided by the school is sound. The prospectus is friendly and welcoming. The governors' annual report is lacking some information that parents would find useful. It does not comply with statutory requirements. The school sends out frequent newsletters and these together with the curriculum letters provide a clear avenue of communication for parents, the majority of whom feel well informed about what is taught in school. Parents have valued the curriculum evenings on the literacy hour as well as the formal consultation meetings three times a year. The new initiative of encouraging brief informal discussions at the beginning and end of the day greatly enhances the strength of the partnership. Reports are sound and give brief details about progress. Parents believe that reports relate well to individual children and they value the specific targets.

64. The quality of information provided for parents of pupils who have special educational needs is not satisfactory, as often parents are not fully involved in review meetings.

65. The school is good at involving parents as partners in pupils' learning. Increasing numbers of parents come in and help in school on a regular basis. Their commitment enhances the curriculum, for example, in English and design technology. Parents demonstrate their commitment to the school by their support of the Friends' Association, which raises funds for specific projects such as the refurbishment of the library and providing resources for physical education. The school's homework diaries are a good initiative, which offers parents a chance to become partners in their children's progress. Appropriate links exist with pre school establishments. There are good links with the local junior school and pupils have been well informed and guided at the transition stage.

66. In the questionnaires, some parents indicated that they were not satisfied with the homework set by the school. However, the new initiative of letters explaining homework requirements, together with the home school diaries, will provide parents with clearer information about content and expectations. The Home School Partnership Agreements are also soon to be signed.

67. There are good links with the local community and with the local parish. There are also strong links within the Ash Partnership of local schools. Pupils take part in village activities, for example, bonfire night. The pupils have been on a wide range of visits that have directly enriched numerous areas of the curriculum. For example, science knowledge was enhanced by a visit to the Natural History Museum. There have been numerous visitors to the school, one of whom brought a travelling planetarium. These visits broaden the curriculum provision. Pupils generously support a wide range of charities. There are limited business links, but the school does participate in the voucher schemes run by major supermarkets.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

68. Overall, the leadership and management of the school provided by the headteacher, staff and governors are just satisfactory.

69. The school has a number of curriculum and general school policies. There are some policies that help to provide positive leadership and direction to the work of the school, for example, the teaching and learning policy and the recent homework policy and Home School Partnership Agreement policy. However, there are a number of weaknesses in providing a clear and coherent sense of direction for the work of the school. For example, subject curriculum policies are not detailed enough to give a clear sense of direction and leadership to teachers. Guidance for teaching staff on specific procedures and working practices is just being developed. Members of the support staff do not have job descriptions. There is no guidance on the management and working practices of support staff and the policies and procedures for special educational needs do not meet statutory requirements and the Code of Practice. Although there are some good schemes of work, the majority do not provide enough guidance for staff.

70. The governors have an effective structure of committees with clear responsibilities that enable them to influence the school's development. Meetings are conducted effectively with agendas and minutes being available. There are governors with responsibility for literacy, numeracy and special educational needs. Within this year's School Development Plan is a governors' action plan. Although some governors have undertaken an informal monitoring role, the plan rightly identifies the need to develop the monitoring role of the governing body.

71. Governors largely fulfil their statutory responsibilities except that the policy for pupils with special educational needs does not conform to the statutory requirements of Circular 6/94 and for providing some aspects of information in the governors' annual report to parents. These areas are:

- the governors' annual report to parents does not comment on the effectiveness of the school's policy for special educational needs or the principles under which resources have been allocated;
- arrangements for the admission of disabled pupils into the school;
- steps taken to enable disabled pupils to be treated on equal terms with other pupils;
- facilities provided to help with access to the school for disabled pupils;
- a summary of the training and professional development carried out by teaching staff.

72. The previous report stated that the headteacher was carrying too many responsibilities with regard to the curriculum and that subject co-ordinators did not have specific job descriptions. Since the last inspection there has been a large turn over of staff. This provided the headteacher with the opportunity to re-allocate subject responsibilities. Subject co-ordinators all have specific job descriptions. The headteacher monitors teachers' medium and short-term planning. Until the beginning of this academic year, the headteacher had a large part-time teaching commitment, which substantially restricted her time for management tasks. She has just started to undertake classroom observations to monitor the quality of teaching and learning. The co-ordinator for English has undertaken classroom observations. The school has recently drawn up a monitoring and evaluation programme for the mathematics and science co-ordinators. At present, the monitoring of standards and quality across all subject areas is not systematic or rigorous enough and does not provide the school's management and governors with enough data to make informed decisions about the school's progress. This has meant that the governing body

has not been able to be sufficiently rigorous in holding the school to account for its educational standards and taking appropriate action to improve them.

73. The school's aims and mission statement were reviewed recently by the governors and are clearly set out in the school prospectus. On the whole, practices are influenced by the aims. However, there is nothing in the aims of the school that expresses high expectations of what pupils can achieve.

74. The previous report identified improvement that needed to be made to the School Development Plan. These improvements have been made. The plan now includes priorities, costing, personnel, dates for completion and monitoring procedures. It also provides an outline of areas for development over the next three years. Some of the identified success criteria are not specific enough. The consultation process used to produce the plan is good and involves all members of the school community: staff, governors and parents. In the main, direction is given to the curriculum through the priorities identified in the School Development Plan. However, there are no action plans for premises, finance and personnel. Staff and governors carry out monitoring of the plan, although this is a developing area for the governing body.

The school has a positive ethos and this is reflected in pupils' attitude to work and play. There are good working relationships within all sections of the school community. The school's special educational needs policy does not meet statutory requirements. The number of pupils with special educational needs has greatly increased over the past three years as has the amount of help and support provided. The school's provision of support for pupils with special educational needs is good, however, the co-ordination of support and systems in place to track and record progress are unsatisfactory. There is no policy statement on equal opportunities at whole school level or within individual subject policies. The governing body does not monitor pupils' achievement by gender or ethnicity at the end of Key Stage 1.

The school's leadership has taken note of the issues raised in the last inspection report and has made progress in addressing them. However, there are still some issues that need to be fully addressed and implemented. The school has a satisfactory capacity for improvement.

Staffing, accommodation and learning resources

77. The provision for staff, accommodation and learning resources is sound. All staff show a high level of commitment to the school. Most teaching staff are appropriately qualified with good subject knowledge, however, one member of staff is secondary trained. Staffing levels are appropriate and in most cases, their qualifications and experience are well matched to the co-ordinator roles that they perform. Specialist music and Reading Recovery staff are experienced and fulfil valuable roles. The job share works effectively. All teaching staff have well defined and realistic job descriptions which have been negotiated with the headteacher. However, these are not in place for support staff. Targets are well linked into the School Development Plan. Teacher appraisal has been carried out, however, the outcomes of teacher appraisal interviews and targets are not recorded.

78. Within the constraints of the budget, there is good provision for staff development that is well matched to both the individual and corporate needs of the school. There is an effective induction system and the headteacher mentors new teachers.

79. There is very good provision of support staff. Some non teaching staff have also undertaken training to improve their impact on the quality of the education provided by the school, for example, in signing to a pupil with hearing impairment. There is very good

liaison between teachers and support staff. Non teaching staff significantly enhance the quality of provision, and make a valuable contribution to many aspects of school life. They are often fully involved in the planning process.

80. The administrative assistant makes an invaluable contribution to the daily management of the school, providing caring support to pupils and giving clear information to parents. She manages the finances well and produces good quality information for the governors.

81. The accommodation is satisfactory for effective delivery of the curriculum. Classrooms are of an appropriate size and all have sinks. A specialist area exists for teaching the Reading Recovery programme. However, other visiting teachers like the teacher for the hearing impaired, have to use the staff room. The office accommodation is cramped and there is no suitable area for sick children. Available space is well utilised and some walls are covered with interesting displays of pupils' work that contribute to further learning opportunities. However, there were unimaginative displays in some areas. The play area is good and it consists of a large field and a tarmac playground that as a centre point has a very imaginatively designed large pirate ship. The school has a separate play area for children in the reception class.

82. The school has satisfactory resources to teach the curriculum. Resources are well used in most lessons to promote effective learning. Resource management and allocation is clearly identified in the School Development Plan, for example, the computers required to fulfil the information technology goals. Since the last inspection, the school has built upon the sound foundations of developing the staffing, accommodation and learning resources to enhance educational standards.

The efficiency of the school

83. The efficiency of the school is good. The headteacher, staff and governors make up a committed team who set a balanced budget that reflects the school's commitment to raising standards. Financial planning is sound and the governors' finance sub-committee is able to offer effective advice about budgetary matters. Despite the significant difference that extra pupils can make to the income of a small school, as yet it does not produce projections for these variations.

84. There is good quality financial control and school administration. Clear information is provided by the administration officer who makes a considerable contribution to ensure the school runs smoothly.

85. The school has well defined financial systems that detail the responsibilities of all involved in budget management. The few recommendations of the most recent auditors' report have been effectively implemented. The school is well supported by the funds from the Friends' Association.

86. Staff, parents and governors have worked hard to compile a School Development Plan that is realistically costed. This is an area that has considerably improved since the last inspection. It is a sound planning tool in identifying the short and long-term priorities of the curriculum. It identifies development targets and considers how these targets will further raise standards. However, at times these success criteria are a little vague and are not clearly measurable. Allocation of curriculum money is well considered. Special educational needs funds are clearly identified, and are spent on appropriate provision.

87. The school is aware of the need to fully evaluate the cost effectiveness of its spending decisions and is at an early stage in developing appropriate strategies.

88. The use of teaching and support staff is very good. The deployment of teachers and efficient use of their expertise is very good, for example, the specialist music teacher. Very efficient use is made of all the support staff in the school who are very effectively deployed. Good use is made of the accommodation. Learning resources are used efficiently to support teaching and learning. Lessons begin promptly and, on the whole, time is well used.

89. Given satisfactory pupil attainment in relation to national averages, satisfactory progress, sound teaching and attitudes of the pupils and the improvements since the last report, the school is judged to provide sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR PUPILS UNDER FIVE

90. The children start in the reception class in the September of the year they have their fifth birthday. The younger children attend the morning sessions only and gradually over the course of the term, when they are ready, they change to full-time attendance. During the inspection there were sixteen full-time and eleven part-time children in the reception class and children had only attended school for four weeks. Children are assessed when they start school and these baseline results indicate that children's attainment overall on entry is below the Surrey average, with a high percentage of pupils having special educational needs.

91. For personal and social development the provision and teaching is good. Children relate well to one another and to adults. They play alongside and co-operate with one another in the outside area and the role-play area. They have a high degree of independence, being able to dress and undress with only a little help for the physical education session in the hall. Although they have only been in school a few weeks most have adapted well to class routines and are tolerant of those pupils with more obvious needs.

92. The day is highly structured. There are insufficient opportunities for independence, for example, choosing activities or selecting the order in which to do activities, which would promote personal development. Overall, most children are making good progress in this area and should achieve the desirable learning outcomes.

93. The provision and teaching for language and literacy is good. The children have only been in school a few weeks and progress is satisfactory. Most children should achieve the desirable learning outcomes by the time they are five. The school follows the National Literacy Strategy with the literacy hour being adapted to suit the needs and abilities of young children. There is also a structured phonics approach to the teaching of reading. Most children can recognise rhymes such as Tog the dog and Pat the cat. They enjoy looking at books and are developing appropriate language, for example, 'front cover'. Children are learning to write. Most can hold a pencil correctly but many are still at the tracing stage. A few children can write their name. The children have satisfactory listening skills and a few are willing to speak, but the majority need considerable encouragement to give extended oral responses when invited to speak.

94. The provision for mathematics is satisfactory and the teaching is good. Although attainment is low at present, children are making satisfactory progress and the provision is such that the majority of children should achieve the desirable learning outcomes. The

school is following the lesson pattern of the numeracy hour but adapted to suit the needs of young children. Many children can count to five and some can count to ten. A few more able children are beginning to recognise that one more than three is four. Children enjoy number games and songs such as 'five currant buns'. Children are using some mathematical language such as longer than and are able to sort and match toys when role-playing a picnic.

95. For knowledge and understanding of the world the provision and teaching is satisfactory. They can recall features of their school environment and name some of the items and markings in the playground. During a walk around the playgrounds most children were alert and interested and noticed plants such as blackberries, wanting to know if they could eat them. Children use construction toys and make models from a range of materials. A computer is available and some pupils are already adept at using the mouse. They can also use the tape recorder and headsets to listen to stories. Children are making satisfactory progress towards the desirable learning outcomes.

96. The provision and teaching for physical development is satisfactory. Children have access to an uncovered outside patio area where they can play with large toys such as bikes. There is also a designated hall time where the children have a more formal physical education lesson. Children have good co-ordination and awareness of space. They move in various ways and stop on command. They use a range of apparatus with confidence. Children are handling toys and tools appropriately and enjoy using construction toys and making things with plasticine. Many children are already achieving the desirable learning outcomes and they are making satisfactory progress.

97. The provision and teaching for creative development is satisfactory. Art is weak, for although there are examples of children painting, printing and model making, the activities are mostly adult-directed and there is insufficient opportunity for free exploration. The children enjoy singing rhymes together and join in the actions. The role-play area is small and uninspiring. Progress is satisfactory in the activities observed.

98. The quality of teaching for children under five varies from satisfactory to very good, with most lessons being good. Two teachers share the teaching of the reception class and there is good liaison between them. Lessons are well planned and staff try to ensure that the part-time children also receive a balanced curriculum. Baseline assessments are carried out at the beginning and end of the children's time in reception class; and other formative assessments are made throughout the year. There are three additional adults who support children with special educational needs as well as being general classroom assistants. Their work is well co-ordinated by the teachers using a notebook system and they make a valuable contribution to the progress the children are making.

ENGLISH, MATHEMATICS AND SCIENCE

English

99. Overall, attainment in English at the end of Key Stage 1 is in line with that found nationally.

100. At the time of the previous inspection, standards of attainment in English were in line with the national expectation. Over the three years (1996-1998) there has been some fluctuation in pupils' average results in reading and writing. Girls have performed better than boys in reading. In the 1999 national tests for seven-year-olds, the percentage of pupils achieving level 2 or above in reading and writing was close to the national average. In reading, the percentage reaching the higher level 3 was close to the national average and shows a marked improvement on the 1998 result. In writing, the percentage of pupils

achieving level 3 was below average.

101. Speaking and listening skills are in line with national expectations. Pupils are attentive and listen well to adults and each other. They are willing to answer questions and will offer opinions. Most lessons end with a plenary session where some pupils explain their work, which provides a good opportunity for developing speaking and listening skills. The school uses other strategies such as taped stories, role-play areas and circle time to further develop speaking and listening.

102. Reading is well promoted in the school. A significant number of pupils enter reception class with literacy skills which are below expectations, but the majority reach national expectations when they leave at age seven. By the end of Key Stage 1 the majority of pupils can read accurately with some use of expression and they use a number of strategies, such as phonics and context clues to help them decode words. They can talk about the plot and their favourite characters. Pupils are beginning to use content pages in books and to use reference books for information. Pupils are encouraged to take books home and links with parents over reading are developing well.

103. Standards in writing are in line with national expectations. By the age of seven, the majority of pupils write legibly, with a joined script. The previous inspection report stated that more opportunities should be provided for pupils to write for a variety of purposes. Spelling and punctuation are generally accurate and pupils are able to write for a wide range of purposes, including instruction, lists and creative writing. The content of pupils' written work varies according to ability, with few pupils achieving complex sentences and really imaginative writing. This pattern of attainment is reflected in the end of key stage test results that show no high achieving pupils in writing. Computer programs are used to develop various literacy skills and pupils are developing word processing skills.

104. At Key Stage 1, the majority of pupils make satisfactory progress in all aspects of English. However, where teaching was unsatisfactory in Year 1, pupils were not on task and this resulted in unsatisfactory progress. In Year 1, pupils can use simple words such as long and short when comparing objects. In Year 2, pupils use their developing vocabulary to describe the life cycle of a frog. In reading, pupils make steady progress through the school reading schemes that are supplemented by books from the library. In writing, pupils in Year 1 are able to write words with the same sound, while in Year 2, pupils are writing simple sentences to describe life cycles. Overall, pupils of all abilities make satisfactory progress, including pupils with special educational needs.

105. The previous inspection report commented that drama was under-emphasised in the school. Although the reception class has a role play area, which provides a focus for drama, and pupils act out nursery rhymes, this aspect of English is still underdeveloped.

106. Pupils' behaviour in lesson is generally satisfactory but can be a little noisy at times. They tackle the work set for them and show an interest in literacy. Relationships are good both between pupils and between pupils and adults.

107. In Key Stage 1, the quality of teaching varies from unsatisfactory to good, but overall is satisfactory. Teachers are clear about the structure of the literacy hour and planning for the sessions is good. Where teaching is good, the planning is detailed, the pace of the lesson is appropriate, there is good classroom management and the work is suitably adapted for the different ability groups. There was some unsatisfactory teaching in Year 1. This occurs when the pace is too slow so that pupils lose interest and where there is poor classroom management. The school also has some short free reading periods at the beginning of the afternoon. Although pupils enjoy looking at the books, the time is not

sufficiently structured or focused and pupils make little progress.

108. The school provides well for its large number of pupils with special educational needs and they make satisfactory progress. Extra help is available through the Reading Recovery Programme, the extra literacy teacher support and the volunteer literacy support. The school also has a number of pupils for whom English is an additional language. Although the school receives help with assessment and advice from various agencies, the pupils are taught by the class teachers. These pupils are well integrated into the school and making satisfactory progress.

109. The leadership and management of English are good. The co-ordinator has achieved much in her relatively short time in the role. There is a policy and schemes of work for each of the various aspects of English. There is a good, thorough programme of assessment. Pupils experiencing difficulties with literacy skills are well supported, and the literacy hour has been successfully implemented. There have been some opportunities for the co-ordinator to monitor classroom practice. The school has a well organised library and a good supply of suitable books and resources. All these make a positive contribution to the quality of education and the standards achieved.

Mathematics

110. Overall, attainment in mathematics at the end of Key Stage 1 is in line with that found nationally. The end of Key Stage 1 national test results for 1999, show a significant improvement in performance from 1998, when the percentage of pupils reaching level 2 or above and level 3 or above was below the national average. In 1999, the number of pupils achieving level 2 or above was 87 per cent. This figure is in line with the national average. The percentage of pupils achieving the higher level 3 was 32 per cent. This is above the national average. The average results indicate that over three years (1996-1998) the performance of both boys and girls was below the national average. The scrutiny of work and lesson observations showed that pupils' attainment at the end of Key Stage 1 is average and in line with national expectations. There is no significant difference in the attainment of boys and girls.

111. In Key Stage 1, pupils count numbers up to 20 and beyond. Pupils can count on in 10s up to 100. They measure objects using non-standard measures, such as hand spans and unifix cubes. They explore patterns of 10 leading to the creation of the 10 times table. Using and applying mathematics is developed daily as an element of the National Numeracy strategy. It is also used at registration times. Pupils can use coins in simple contexts and give change up to 20 pence. By the age of seven, pupils are able to read, write and order numbers to 100. They are able to recognise and name regular and irregular shapes and explore patterns leading to the creation of multiplication tables. They are beginning to tell the time using half past, quarter past and quarter to the hour.

112. The development of numeracy skills is supported in other areas of the curriculum. In information technology and science, pupils practise data handling skills, producing tables and graphs. In geography, pupils use number/letter co-ordinates to identify places on a map.

113. The progress pupils make ranges from good to unsatisfactory, but overall is satisfactory. The progress in the acquisition of mental and oral calculations is good. Generally, pupils develop and consolidate their skills through regular recall of previous work and the review of work covered in current lessons. In Year 1, where the pace of the lesson is slow, or where pupils are off task and not listening, progress is unsatisfactory. Pupils with special educational needs generally make satisfactory progress. Across the key stage, pupils are generally enthusiastic about mathematics. Pupils are willing and eager to

contribute orally and when given the opportunity, generally work well in groups. In Year 1, where the pace of the lesson is slow, or there is insufficient challenge, pupils can become restless, noisy and off task.

114. In Key Stage 1, the quality of teaching varies from good to unsatisfactory, but is satisfactory overall. The structure of lessons and the teaching methods employed follow the National Numeracy Strategy's Framework for teaching mathematics. The teaching is well planned with clearly identified learning objectives. For part of the lesson pupils are grouped according to ability in order that they work at an appropriate level and pace. The previous report noted that pupils were using inappropriate number worksheets. This is now not the case. Generally, teachers have good knowledge of the subject using appropriate vocabulary and terminology. Good use is made of homework activities to reinforce and extend pupils' learning. However, the teaching of mathematics in Year 1 is unsatisfactory. This occurs when the pace of the lesson is inadequate in the main teaching section of the lesson. Low expectations in terms of concentration and behaviour, unsatisfactory management of pupils, result in pupils not on task and lesson objectives not being fully met. Support staff work well with the teachers and have a positive effect on standards and progress. However, there are no written guidelines to direct their work and, therefore, they rely solely on the class teacher and practice is inconsistent.

115. The curriculum is based on the National Numeracy Strategy with an allocation of five hours per week. There is no policy for the subject. Assessment against specific objectives is used effectively by class teachers. The school has recently introduced assessment activities twice a term and teachers record pupils' progress. Staff have met and informally agreed pupils' levels of attainment in mathematics. However, there is no school portfolio of pupils' work with agreed National Curriculum levels.

116. The previous report stated that the co-ordinator did not have a specific job description and that she did not have a budget for the subject. Both of these weaknesses have been rectified. The co-ordinator, who has recently taken over responsibility for the subject is an experienced and well-qualified teacher. She has a clear sense of direction for the subject. She has organised and led two training days for staff on the implementation of the National Numeracy Strategy and has plans to develop a scheme of work based on the Strategy. The co-ordinator has had opportunities to visit other classrooms to support staff in the implementation of the National Numeracy Strategy. The resources for mathematics are satisfactory.

Science

117. Overall, attainment in science at the end of Key Stage 1 is in line with that found nationally. The results of the 1999 end of Key Stage 1 National Curriculum teacher assessments, show a significant improvement in performance from 1998. The percentage of pupils achieving the expected level 2 in 1998 was well below the national average, while the percentage reaching the higher level 3 was below. In 1999, pupils' attainment at age seven was close to the national average in the number of pupils achieving level 2 or above, but well above the average at level 3. National comparative figures for 1999 for pupils in similar schools were not available at the time of the inspection. The scrutiny of work and lesson observations showed that pupils' attainment at the end of Key Stage 1 is average and in line with national expectations.

118. In Key Stage 1, pupils are developing a knowledge and understanding that humans have senses which enable them to be aware of the world around them. They are starting to communicate their findings in simple ways. For example, pupils in Year 1 record the differences between human eye colour in the form of a pictogram, while pupils in Year 2 use drawings and simple words and phrases to record the life cycle of a frog and a plant.

Pupils in Year 1 are developing knowledge and understanding between things that are living and things that have never been alive. With support, pupils in Year 2 are able to set up simple experiments, for example, when planting cress in a range of different conditions. By the age of seven, pupils are able to use their knowledge about living things to describe basic conditions, such as a supply of food, water, air and light. They are able to use both first-hand experience and secondary sources to obtain information. Many pupils recognise the importance of a fair test and are able to make simple predictions and ask scientific questions.

119. Overall, progress in Key Stage 1 is satisfactory. Pupils in Year 2 make good progress in their knowledge and understanding of life cycles. This was marked by pupils' ability to draw upon previous experience to discuss the life cycle they were studying, for example, when they were studying the life cycle of a plant. The previous inspection report noted that the scheme of work for science was insufficiently detailed and lacked assessment opportunities to ensure progression and continuity in pupils' learning. For the past year the school has used a commercial scheme of work, however, there is still an absence of a school scheme that indicates assessment opportunities.

120. The quality of teaching is satisfactory with some good features. The best teaching occurs when expectations of pupils' work, behaviour and concentration are high. Teachers demonstrate good subject knowledge, for example, the appropriate use of scientific vocabulary. Explanations are clear and planning is precise. It is also characterised by good quality resources being readily accessible, for example, when pupils were planting cress. Pupils with special educational needs receive good support from classroom assistants.

121. Science is taught as part of topic work and has an appropriate time allocation. The planned curriculum meets statutory requirements. The science policy is unsatisfactory. There is insufficient guidance on assessment procedures in the policy. However, the school is using assessment sheets linked to a commercial scheme. The previous report noted that a portfolio of pupils' work needed to be extended to improve the accuracy of teachers' assessment of progress. This task has not been completed.

122. The previous report stated that the role of the co-ordinator was underdeveloped. The present co-ordinator is fairly new to the post. She has a job description and there are plans for her to carry out monitoring activities. The report also noted that resources were limited and that the school grounds were under-used. Since the last inspection the resources for science have been developed. They are easily accessible and satisfactory in quality and quantity. Teachers' plans show that use will be made of the school grounds, for example exploring and observing different habitats.

OTHER SUBJECTS OR COURSES

Information Technology

123. No information and communication technology (ICT) lessons were observed during the period of the inspection. However, evidence was gathered from scrutinising teachers' plans, displays, and pupils' past and current work. Pupils carried out independent activities and discussed their work.

124. Overall, attainment in information technology is in line with national expectations. Pupils in Key Stage 1 manipulate the mouse, enter a small amount of text into a word processor, use the space bar, correct mistakes and print it out. For example, pupils typed and printed their personal invitation cards. They have the ability to explain what they are doing competently. By the end of Key Stage 1, pupils change the size of text, colour and print out. They are beginning to understand that computers can be used for a range of

purposes in everyday life

125. Pupils of all abilities make satisfactory progress in the communicating information strand. There is too little evidence to judge the progress made in controlling, modelling and handling information strands. Teachers' planning takes account of these strands and they are taught throughout the year.

126. Pupils have a positive attitude to information and communication technology. They show an interest in their work and work well in pairs. They handle the computer with care and respect, taking turns, sharing ideas in a friendly and co-operative way. The subject contributes effectively to the pupils' social and cultural development.

127. It was not possible to make a judgement about the quality of teaching. Teachers have a positive attitude to the subject and use computers as part of their own work. Information technology skills are developed in other areas of the curriculum. For example, in geography pupils create data bases and in history they use a CD-ROM to explore information involving text and pictures. Teachers' plans are sometimes linked to a commercial scheme of work. The curriculum planned in the school meets statutory requirements and covers all aspects of information and communication technology. However, there is a need for a detailed school scheme of work to enable teachers to build systematically upon pupils' prior knowledge, skills and understanding. The policy for information technology is unsatisfactory and does not give enough guidance on the assessment of pupils' attainment and progress.

128. The previous inspection report noted that the subject would require a specific budget as part of the long term School Development Plan. The co-ordinator has worked with staff and has drawn up a comprehensive development plan for the subject. A specific sum of money has been allocated to the subject. Some tasks have not been completed in the timescale indicated.

129. Overall, resources are good. A considerable amount of money was spent on computers in the last financial year. There is a low ratio of pupils to computers. However, during the inspection, some older computers were not working. The school is linked to the Internet and has its own electronic mail address. Television, video recorder and tapes, calculators and a programmable robot (Roamer) effectively contribute to the technological resources in the school.

Religious Education

130. In Key Stage 1, pupils reach the expectations set out in the Local Agreed Syllabus. In Year 1, pupils listen to stories about Jesus and relate it to experiences in their own lives. For example, Jesus and his family making the trip to Jerusalem. They are starting to acquire knowledge of other religions and festivals such as Sukkot. Pupils in Year 2 identify some stories from the Bible that they are familiar with and talk about them. For example, Jesus Feeding the Five Thousand.

131. The previous inspection report noted that pupils' knowledge and understanding of other faiths was not developed. This is now not the case. At the end of Key Stage 1, pupils have learnt about the importance of special books such as the Bible, Torah and Koran, and that various religions use symbols to represent ideas. They begin to develop understanding of how a faith affects a believer's life.

132. In Key Stage 1, pupils make sound progress. Within the school's ethos of respect and care for others, pupils are enabled to appreciate that others have different traditions and beliefs and to respect these. Overall, pupils' attitudes and responses are satisfactory.

They listen carefully and quietly to the teachers' stories used in lessons, often responding with interest and enthusiasm. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.

133. The quality of teaching in Key Stage 1 is satisfactory. Teachers' planning identifies objectives and appropriate activities. Teaching methods are appropriate and match the pupils' needs. The teaching of religious education makes an effective contribution to pupils' literacy skills by encouraging them to listen well and by giving them the confidence to use specific terminology. It also contributes when pupils are engaged in writing, for example, telling a story in their own words.

134. There is no specific co-ordinator for religious education and it is a collective responsibility. However, the overall leadership and management of the subject are unsatisfactory. The previous report stated that the school had plans to develop a scheme of work based on the Local Agreed Syllabus. This has not happened. The lack of a scheme of work limits the progress of pupils' knowledge, understanding and skills in a structured and systematic way. There are no agreed assessment procedures to inform medium and short-term planning. The previous report noted that resources needed to be developed. Resources are now good.

Art

135. During the inspection there was limited opportunity to observe art being taught, but from these observations, the lesson plans, displays and scrutiny of pupils' work, there is sufficient evidence to indicate that the pupils' achievements are in line with that expected of pupils of a similar age and that teaching is sound.

136. Pupils are able to create pictures using paints, felt-tipped pens, crayon and coloured pencils. They use a range of materials to create collages, and they are able to print using a variety of objects. Pupils use plasticene, paper and balsa wood to make models which exemplify work in other subject areas, for example, 'the frog on a log' modelling which supported the phonic work they were studying in English.

137. They are becoming familiar with the work of famous artists. In one lesson, pupils showed an interest in the work of Eric Ravilious and enjoyed attempting to recreate the effect by making their own relief pictures ready for printing.

138. The last inspection report commented that there was a need for a more detailed scheme of work. Although the policy has recently been reviewed, the current scheme is still not complete. The school is using a commercial scheme as a basis for developing knowledge and understanding of art and adapting and using a number of information sheets as guidance for investigating and making. The staff plan to review the scheme of work when the government guidelines are published.

139. The school is building up the number of art books in the library. Overall, resources for art are adequate.

Design and Technology

140. During the week of the inspection there was no opportunity to observe the teaching of design and technology. The lessons are blocked to take place at various times of the year and were not being taught during the inspection. However, from scrutinising teachers' plans a range of designing and making skills are developed. There is no designated co-ordinator for design and technology, so development of the subject is a whole staff

responsibility.

141. The last inspection report commented that a detailed scheme of work needed to be developed so that all aspects of the subject are given appropriate emphasis. There is still no detailed scheme in place. The staff are awaiting government guidance before writing a new scheme.

142. Resources for design technology need to be developed.

143. There is insufficient evidence to report on teaching or pupil progress, but management of the subject is unsatisfactory.

Geography

144. No geography lessons were available for observation during the period of the inspection. However, evidence was gathered from scrutinising teachers' plans, displays, and pupils' past and current work and discussions with pupils about their work.

145. The previous inspection report noted that pupils were not using specific geographical vocabulary. This has now improved. In Key Stage 1, the youngest pupils are starting to recognise and make observations about different types of homes. They use specific vocabulary to describe their house. Pupils in Year 2 demonstrate an awareness of the world beyond their local area. They describe ways in which people make journeys and some can give reasons why people make journeys. They draw accurate plan views of their classroom and talk about their representations. The scrutiny of pupils' work showed that at the end of the key stage, pupils were using letter/number co-ordinates to locate features on a map. Overall, pupils make satisfactory progress.

146. Geography is taught through a series of topics. Lesson plans are linked to the scheme of work for geography that identifies coverage of the programme of study, learning objectives, activities, learning outcomes and specific vocabulary. From the limited evidence available, it appears that the quality of teaching is satisfactory.

147. At the time of the previous inspection, geography was under-resourced. Since then the school has allocated money for developing this subject. The improved resources are well organised and link to the scheme of work. Resources are now good.

148. Geography is co-ordinated by a well qualified and enthusiastic teacher. The previous inspection report noted that there was a lack of a detailed scheme of work for geography. The co-ordinator has recently revised the geography policy and produced a comprehensive scheme of work. More guidance is required on assessing and recording pupils' progress. In the past the co-ordinator has monitored the subject. At present, her role does not include the systematic monitoring of standards and quality.

History

149. During the week of the inspection there were very limited opportunities to observe the teaching of history. The lessons are blocked to take place at various times of the term. However, evidence was gathered from scrutinising teachers' plans and pupils' past and current work. There was insufficient evidence to judge the quality of teaching in Key Stage 1. However, a small amount of unsatisfactory teaching was observed in Year 1. This was due to the unsatisfactory management of pupils and a lack of pace to the lesson, resulting in unsatisfactory progress.

150. Pupils demonstrate a developing sense of chronology. In Year 1, pupils are starting to recognise the distinction between present and past in their own and other people's lives.

Pupils make distinctions about aspects of their own lives and past times. For example, in a study of Victorian toys, pupils were able to recognise some of the differences between Victorian toys and modern toys. Pupils communicate their findings in written and pictorial form. However, there was insufficient evidence to make an overall judgement about attainment and progress in Key Stage 1.

151. The last inspection report noted that some aspects of history were given insufficient attention and were unsatisfactory. It also stated that a scheme of work needed to be developed and resources increased. The co-ordinator who is well qualified provides clear educational direction for the subject. She has reviewed the history policy and produced a comprehensive scheme of work. More guidance is required on assessing and recording pupils' progress. Resources have been developed and are now satisfactory.

Music

152. Considerable progress has been made in the teaching and organisation of music since the last inspection when the report was critical of standards, curriculum content, teaching and management.

153. Standards have improved so that by the age of seven, pupils' attainment is in line with expectations for their age. Pupils are able to sing a range of songs confidently and can follow different rhythms by clapping. They select instruments, compare the sounds they make and use them to make sounds of different pitch and duration. Progress is satisfactory overall with some good features.

154. Pupils listen attentively to music. They behave well and are able to take turns in using instruments that they handle carefully. There are opportunities for pupils to learn to play a musical instrument and the school has taken part in music festivals.

155. Overall, the teaching of music is good. Class teachers teach some lessons, but the co-ordinator is a music specialist who teaches each class for one session a week. Lessons are well structured with detailed planning. The pace is suitably brisk which maintains pupils' interest and enjoyment.

156. The co-ordination and management of music is good and has a positive impact on pupils' attainment and progress. There is a music policy and a detailed scheme of work. There are lunchtime recorder clubs. The school is developing its extra-curricular musical experiences. The resources for music are good.

Physical Education

157. In Key Stage 1, attainment in physical education is in line with that expected of pupils of a similar age. Pupils are able to use large and small apparatus. They can throw small balls underarm and overarm and many are able to catch. The majority of pupils have good co-ordination between hand and eye. Pupils are able to jump off the apparatus showing different stretch shapes. They are starting to recognise and describe changes that happen to their bodies during exercise. Throughout the key stage, standards of behaviour and dress are good.

158. Pupils have a good attitude to this subject. They are well motivated to learn and work with enthusiasm and enjoyment, especially in group situations. All pupils, including those with special educational needs, make sound progress, as they challenge themselves individually in situations that encourage the use of innovatory movement as well as specific skills.

159. The quality of teaching at Key Stage 1 is good. Teaching strengths shown in the best lessons include detailed subject knowledge, effective planning and clear instructions

and explanations. Pupils are well managed and safety is well emphasised. Relationships between pupils and staff are good. The previous inspection report stated that there were too few opportunities for pupils to share their work with others and to evaluate performances. This is still the case.

160. The last report stated that the school needed to develop a scheme of work for physical education and to allocate appropriate time to the subject. A commercial scheme of work is used for gymnastics and dance. The school has produced an outline of work for games; however, this is not comprehensive enough to guide teachers' planning. The information contained in the policy for physical education is not detailed enough.

161. The subject is co-ordinated by an experienced teacher with specialist qualifications in the subject. She has started to monitor the subject informally. At present, her role does not include the systematic gathering of information about quality and standards. The resources for physical education are good.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

162. The inspection was carried out by a team of three inspectors, who together spent a total of 7 days in the school. They observed lessons in every class and recorded work in 25 lessons or parts of lessons. The team were able to inspect the pupils' work in the majority of National Curriculum subjects and religious education. There was only limited or no teaching in some areas during the inspection. In addition, the team inspected carefully all the written and recorded work of six pupils of different ages and ability in each class, looking particularly at English, mathematics and science. They looked at literacy and numeracy skills in all subjects and the way in which pupils' work had been marked. They listened to pupils read and talked with them about their work. They inspected registrations, assemblies, playtimes and lunchtimes.

163. Discussions were held with the headteacher, staff, chair and members of the governing body. Before the inspection the Registered Inspector held a meeting with parents to hear their views about the school. All parents were sent a questionnaire seeking their views on the quality of education provided by the school, and their responses helped the inspection.

164. The inspectors checked the pupils' work on display throughout the school and the school's resources. They studied the school's previous inspection report, together with the School Development Plan, the policies, schemes, pupils' records and teachers' plans.

DATA AND INDICATORS

165. Pupils data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	80	3	32	11

166. Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):

4.65

Number of pupils per qualified teacher:

15.91

Education support staff (YR – Y2)

Total number of education support staff:

8

Total aggregate hours worked each week:

78.3

167. Financial data

Financial year:

1999

	£
Total Income	188154
Total Expenditure	196082
Expenditure per pupils	2451
Balance brought forward from previous year	12398
Balance carried forward to next year	4470

168. **PARENTAL SURVEY**

Number of questionnaires sent out:	80
Number of questionnaires returned:	30
Percentage	38

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	57	43	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	73	27	0	0	0
The school handles complaints from parents well	33	47	13	3	0
The school gives me a clear understanding of what is taught	33	60	3	3	0
The school keeps me well informed about my child(ren)'s progress	50	47	3	0	0
The school enables my child(ren) to achieve a good standard of work	40	47	13	0	0
The school encourages pupils to get involved in more than just their daily lessons	20	67	7	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	50	10	13	0
The school's values and attitudes have a positive effect on my child(ren)	43	53	3	0	0
The school achieves high standards of good behaviour	40	43	10	3	0
My child(ren) like(s) school	63	30	3	3	0

Other issues raised by parents

At the parents' meeting, some parents were uncertain about whether mathematics was given as homework and whether there was a homework policy. The homework policy was only introduced at the beginning of the term and probably had not been seen by all parents.

Mathematics homework is set on a regular basis and follows the IMPACT mathematics scheme.