

INSPECTION REPORT

ASHFORD PARK PRIMARY SCHOOL

Station Crescent, Ashford, Middlesex.

TW15 3HN

LEA area: Surrey

Unique reference number: 125113

Headteacher: Mrs Elizabeth Corlett

Reporting inspector: Mr Stephen Beaumont
8440

Dates of inspection: March 6th – 9th 2000

Inspection number: 189645

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | mixed |
| School address: | Station Crescent Ashford, Middlesex |
| Postcode: | TW15 3HN |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Stephen Lucking |
| Date of previous inspection: | 7 th – 10 th October 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------------|---|---|
| S.Beaumont | Registered inspector | Art, physical education | How high are the standards? Characteristics of the school How well are pupils taught? The school's improvement since last inspection |
| G.Humphrey | Lay inspector | | Pupils' attitudes, values and personal development |
| | | | How well does the school care for its pupils? |
| | | | How well is the school led and managed? |
| W. Harknett | Team inspector | Areas of learning for children under five | How well does the school work in partnership with parents? |
| | | Information technology | |
| | | Design and technology, music | |
| J.Dewhurst | Team inspector | English, geography | How good are the curricular and other opportunities offered to pupils? |
| D. Morris | | Special educational needs, science | |
| | | Equal opportunities | |
| | | History, religious education | |
| J.Allcorn | Team Inspector | Mathematics | |

The inspection contractor was: Capital Inspections, Chaucer Building, Canterbury Road, Morden, Surrey, SM4 6PX.

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 421 pupils on roll, and is much bigger than average. Children are admitted to the reception classes at the beginning of the academic year in which they will have their fifth birthday. The school is oversubscribed. There are 21 pupils having free school meals, this is some six and a half percent, and below the national average. Four percent of pupils have English as an additional language. The percentage of pupils on the school's register of special educational needs is 25.6 percent, which is above the national average. Of these, 16 pupils receive additional outside help to assist with their needs. Seven pupils have statements of special educational needs, which is broadly in line with the national average.

Families come from varied social and economic backgrounds, similar to the national average. The great majority of families live in owner-occupied housing, but the number of parents with further educational qualifications is below the national average. Most children have had pre school education, and enter the reception class with skills and knowledge slightly below that found in most Surrey schools, but broadly in line with pupils of their age nationally.

The governors and staff aim to further improve standards in an atmosphere in which all pupils love learning.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features. The quality of teaching is good. Pupils have very good attitudes, and achieve standards at least in line with national levels at the end of Key Stage 2. There is very good leadership and management, with a very high commitment of all who work in the school to shared aims. The strengths greatly outweigh the areas for improvement, and the school provides satisfactory value for money.

What the school does well

- Gives good teaching, which has a positive effect on standards.
- Pupils achieve standards in English, mathematics, and science above the national average at the end of Key Stage 2.
- The national teaching strategies for literacy and numeracy are being implemented to very good effect.
- Promotes very good attitudes.
- Pupils enjoy their activities and are fully involved in their own learning.
- The very high commitment of all who work in the school creates a very positive ethos.
- The very good leadership, management, and self-evaluation have a significant effect on the quality of teaching and learning.
- The extended curriculum, with very well planned lunchtime activities and carefully integrated residential visits provides a wide range of learning opportunities.

What could be improved

- Systematic planning to ensure that there is provision for spiritual development in all subjects.
- Improve further the attainment in mathematics at the end of Key Stage 1.
- The content of assemblies, so that they always include acts of worship.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in October 1996. All the key issues have been acted on. There has been an improvement in standards in Key Stage 2. There has been a significant improvement in the quality of teaching. This improvement reflects the excellent teaching and learning policy and the emphasis given to techniques and methods. The very good monitoring and self-evaluation of teaching and learning have been very positive factors in this continuing improvement.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | C | B | C | D |
| mathematics | D | C | B | C |
| Science | B | A* | A | A |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Children enter the reception classes with skills and knowledge slightly below those for Surrey, but broadly in line with those expected of pupils of their age nationally. In the 1999 National Curriculum tests for eleven-year-olds, pupils attained standards that were broadly in line with the national average in English, above average in mathematics, and well above average in science. When compared with similar schools [those schools with the smallest percentage of pupils taking free school meals], results were below average for English, average for mathematics, and well above average for science. These comparisons are somewhat severe, as Ashford Park is being linked with schools with the most favourable intakes, and this is not the case. Results of the National Curriculum tests for seven-year-olds show that attainment was broadly in line with all schools in reading, mathematics, and science, but below average for writing. Results have been variable over the last three years, with an improvement in Key Stage 2 in line with the national trend. Standards at the end of Key Stage 1 have not matched the national improvement. There is no significant difference in the attainment of boys and girls.

In work seen during the inspection at the end of Key Stage 1, inspectors judge that seven-year-old pupils are achieving nationally expected levels in all subjects, other than in mathematics, where they are below them. Inspectors judge that pupils' attainment at the end of Key Stage 2 will be above the national average, or higher than expectations, in English, mathematics, science, and geography, and broadly in line with expected standards in all other subjects. There are particular strengths in speaking and listening in both key stages. Pupils show particularly well-developed skills in reading, drama, mental arithmetic, and scientific observation at the end of Key Stage 2. Pupils in Key Stage 1 make satisfactory progress and pupils in Key Stage 2 make good progress. Pupils with special educational needs make very good progress throughout the school. The school is committed to raising standards and is meeting the targets which are set.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Pupils are keen to attend school and demonstrate an enthusiasm towards all school activities. The very good learning attitudes make a positive contribution to progress and attainment. |
| Behaviour, in and out of classrooms | Behaviour in and out of the classrooms is very good. Pupils are courteous and polite to each other and towards adults. |
| Attendance | Attendance is above the national average and punctuality is good. |

The attitudes, behaviour, and very good relationships of pupils have a very positive effect on standards.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. There is good teaching in the reception classes and in Key Stage 1. Teaching in Key Stage 2 is very good. Of the lessons, seen 41% were very good or excellent, and 59% were good or satisfactory. There were no unsatisfactory lessons. English, mathematics, and science are taught well throughout the school. There are particular strengths in teachers' planning, the use of questioning, and in the matching of work to pupils' individual needs. Teachers ensure that pupils use the skills they have and make the lessons interesting so that pupils enjoy their learning. The good quality of teaching has a very positive effect on standards and the quality of learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum is appropriately broad and balanced, and gives due emphasis to English and mathematics. It includes all the subjects of the National Curriculum, together with religious education. The curriculum for the under fives is appropriately based on the national Desirable Outcomes for Learning. Learning opportunities for personal and health education are very good. The quality of the curriculum has a positive effect on standards. |
| Provision for pupils with special educational needs | The school makes very good provision for pupils with special educational needs. All pupils have equality of access to the range of learning activities at the school, and pupils make very good progress towards achieving their targets. |
| Provision for pupils with English as an additional language | The small minority of pupils who use English as an additional language are well supported and also make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes very good provision for moral and social development, and satisfactory provision for pupils' cultural development. Provision for spiritual growth is unsatisfactory as there is no clear policy for providing spiritual development, and no systematic planned spiritual teaching across the curriculum. |
| How well the school cares for its pupils | The school provides a caring, secure, and stimulating environment which is conducive to good quality learning and attainment. Health and safety and child protection procedures are good. Overall there are good procedures for monitoring performance and supporting pupils. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The head teacher provides strong leadership and a clear vision and excellent educational direction for the school. She is very well supported by the senior management team and governing body. |
| How well the governors fulfil their responsibilities | The governing body brings many professional skills to the management of the school. They are deeply involved in strategic planning, setting performance targets and monitoring outcomes. |
| The school's evaluation of its performance | The quality of the educational provision is very effectively monitored and evaluated through classroom observation and independent work sampling. The quality of the monitoring of teaching and learning is very good. |
| The strategic use of resources | There is a team of well qualified teaching staff, who work very closely with support staff. There is very high quality teamwork, and a consistent approach to learning. Accommodation and grounds are excellent, and used very well. There are good resources for learning. Governors and staff successfully apply principles of best value. All resources are effectively deployed and the school provides satisfactory value for money. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children like school. • Children make good progress. • Teaching is good. • School has high expectations. • Leadership and management are good. • School helps children become mature and responsible. | <ul style="list-style-type: none"> • Information about pupils' progress. |

The school is very well supported by parents, who rightly think very highly of it. Inspectors endorse the positive comments made. There are good opportunities for parents to discuss their children's progress with teachers. However, although annual reports meet statutory requirements, they could be improved by including clearer statements about pupils' levels of attainment.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception classes with skills and knowledge slightly below those for Surrey, but broadly in line with those expected of pupils of their age nationally. They have well-developed social skills, most having attended pre-school groups. Pupils make good progress in the reception classes.
2. Results of the 1999 National Curriculum tests and tasks for seven-year-olds show that attainment was broadly in line with the national average in reading, mathematics, and science, but below average for writing. In pupils' work inspected during the inspection period at the end of Key Stage 1, inspectors judge that seven-year-old pupils are achieving nationally expected levels in all subjects, other than in mathematics, where they are below this standard. In mathematics pupils are not reaching their potential. Pupils with special educational needs make very good progress in Key Stage 1. All other pupils make satisfactory progress. Standards at the end of Key Stage 1 have not matched the national improvement. There is a particular strength in listening and speaking.
3. In the 1999 National Curriculum tests for eleven-year-olds, pupils attained standards that are broadly in line with the national average in English, above average in mathematics, and well above average in science. When compared with similar schools [those schools with the smallest percentage of pupils taking free school meals], results were below average for English, average for mathematics, and well above average for science. These comparisons are somewhat severe, as Ashford Park is being linked with schools with the most favourable intakes, and this is not the case.
4. Inspectors judge that pupils' attainment at the end of Key Stage 2 will be above the national average, in English, mathematics, science, and above expected levels in geography. Attainment will be broadly in line with expected levels in all other National Curriculum subjects and religious education. There are particular strengths in speaking and listening. Pupils speak with confidence and listen intently. They have particularly well-developed skills in reading, drama, mental arithmetic, and scientific observation. Their skills in designing, making, and evaluating their work are good. Mapping skills in geography, and dance techniques are well developed. Drama is a central part of the school's curriculum, and pupils demonstrate very high levels of performance. Pupils make good progress in Key Stage 2, and those with special educational needs make very good progress.
5. Teachers ensure that pupils use their literacy and numeracy skills in many subjects, and this has a positive effect on standards. Pupils' numeracy skills are sound at Key Stage 1 and good at Key Stage 2. At Key Stage 2 in particular there are many opportunities for pupils to use them in their studies. In science Year 4 pupils use bar charts to show the relationship between distance and vision, including the interpretation of the information displayed, and Year 6 draw high quality line graphs, clearly labelling axes, to compare changes in temperature over time. During the residential visit to Sayers Croft, Year 4 pupils, as part of their geographical studies on river meanders, confidently measured the depth of water, finding an average from their measurements. In history pupils display on bar charts and analyse census data from the Victorian era. The high quality of finished products in design and technology owes much to careful measuring.
6. There is no significant difference in the attainment of boys and girls throughout the school. There has been an improvement in standards in Key Stage 2 since the last inspection. The school is likely to reach the targets that have been set.

Pupils' attitudes, values and personal development

7. Attitudes to learning are very good; the pupils listen well, settle quickly at the start of lessons, collaborate with each other for group activities, and work hard. Pupils are keen to come to school and demonstrate an enthusiasm towards all school activities. Pupils under five have settled well into school routines, and demonstrate good involvement in their learning. They are eager to demonstrate their newly acquired skills. Pupils grow in confidence during Key Stage 1 and, by Key Stage 2, have developed good independent learning skills and an ability to sustain concentration and persevere with their tasks.
8. Throughout both key stages pupils are willing to offer ideas and have sufficient confidence to take risks in their learning, and learn through their own mistakes. A most important feature of learning is that pupils are highly motivated and enjoy being successful. Examples of notably good learning were observed in English, where they are very attentive, science, where they concentrate well and work hard, and design technology. Excellent behaviour and independent working are features of many lessons.
9. Relationships throughout the school are very good. Pupils are polite and courteous towards each other and towards adults. They are proud of their school and respect its property and equipment. Another good feature in many lessons is the way pupils help to clear away books and equipment and prepare in advance for the next lesson. At break times, with the help of trained supervisors, they organise themselves well and show a high degree of respect for each other's space, enabling a wide variety of play activities to take place.
10. One of the very positive features of the school is that pupils are valued and respected, and this in turn is reflected in their own attitudes towards each other and towards adults. They understand the impact of their actions on others and respect each other's feelings, values and beliefs. Unacceptable behaviour is not tolerated either by adults, or the pupils themselves. There is good racial harmony, and the small number of pupils from ethnic minorities are fully integrated into all aspects of school life.
11. Pupils respond well to the opportunities provided for them to show initiative and take responsibility. There is a successful school council, a 'buddy' reading scheme with older pupils helping younger ones, and many examples of pupils helping with the organisation of lessons and extra curricular activities. The personal development and maturity of pupils prepares them well for the next phase of their education. Attendance is above the national average and punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

12. Overall, the quality of teaching is good. There is good quality teaching in the reception classes and in Key Stage 1. In Key Stage 2, the quality of teaching is very good. Of the 102 lessons inspected, nine were excellent, 33 very good, 38 good, and 22 were satisfactory. There were no unsatisfactory lessons. With a third of the lessons either very good or excellent there is clear evidence of very good teaching by very skilled teachers. There were examples of excellent and very good teaching in reception classes, Key Stage 1, and Key Stage 2. There were no unsatisfactory lessons, which indicates teaching of a consistently good standard. There has been a significant improvement in the quality of teaching since the last inspection. This has been helped by the excellent teaching and learning policy, and through rigorous monitoring and evaluating of the quality of teaching throughout the school. The headteacher, senior staff, and curriculum co-ordinators have been very effective in this. The school's self evaluation processes are very good.
13. The teaching of literacy and numeracy is good in Key Stage 1, and very good in Key Stage 2. Teachers are applying the national frameworks, and following the structures for teaching very well. The quality of science teaching is good throughout the school, and very good in Years 5 and 6. All teachers are competent in teaching phonics and other basic skills.

14. There are particular strengths in teachers' planning of individual lessons. Planning is done on a joint basis, and very clear learning objectives are identified. These are shared with the pupils, and at the end of the lesson pupils and teachers evaluate how far these have been met. Teachers carefully plan activities to meet pupils' differing levels of ability, and set challenging tasks. Excellent examples of this were noted in a literacy lesson in Year 1, and in mathematics and science sessions in Years 5 and 6. Here pupils saw themselves as fully involved in the learning process, and able to say with honesty if they needed further teaching or practice in the skills being taught. Similarly in a science lesson with a Year 2 class, the activities challenged the pupils and introduced the necessary vocabulary to describe circuits with skill and enthusiasm.
15. Teachers make learning enjoyable; they use a variety of methods, and where possible involve pupils in learning directly from experience. Excellent examples of this were noted in Year 4 classes studying the meanders of a river, and constructing outdoor shelters on a field trip. Here the quality of teaching was enhanced by the involvement of specialist staff, classroom assistants, and parents in the teaching process. Throughout the school there is very effective use of classroom assistants in all parts of the lesson. Where teachers are giving direct teaching at the start of the lesson, classroom assistants are focusing on small groups, and evaluating their contributions, abilities, and progress. This technique is used particularly well in literacy and numeracy sessions.
16. Teachers use questioning very well. They are careful to ask pupils from all ability ranges, give pupils time to answer, and encourage them to build on their first responses. Teachers use questioning very well to check on understanding, and to extend thinking. In the best lessons teachers ensure that pupils are creative, use the skills they have and think for themselves. A very good example of this was noted in a Year 3 dance session. The teacher asking such questions as "who can do that in a more interesting way? ", and in linking the activity with their learning in literacy and getting them to move to the rhythm of a Will Smith rap. Excellent description, telling and relevant examples of 'median', 'mode', and 'average', and use of questioning were seen in Year 6 mathematics lessons. In the best lessons, teachers are very skilled at encouraging pupils to express their ideas and feelings, and respond sensitively to what they say. There was an excellent example of this in a Year 5 personal development session. Here pupils responded very well to the highly impressive atmosphere of trust and mutual support.
17. Homework is used well, and all work is carefully marked. From Year 2, and throughout Key Stage 2, pupils are required to initial the teacher's comments to signify that they have understood what is being said, and this continues the dialogue between the teacher and pupil. Very good evidence for this was found in Year 6 work. Throughout the school pupils know that they are fully involved in the 'business of learning', and this is central to the teaching philosophy of the school. Teachers have consistently high expectations of pupils, lessons proceed at a brisk pace, and pupils work nearly as hard as their teachers.
18. There is an appropriate number of well qualified support staff and nursery nurses for pupils with special educational needs. These work very well together with teachers to provide an experienced and hard working team approach throughout the school. They successfully implement individual learning targets within the inclusive classroom settings. Staff training is thorough and well received, and many staff are very knowledgeable about the particular needs of the pupils they support. For example staff in the reception classes are learning Makaton sign language to support the communication needs of a pupil with severe learning difficulties. In Key Stage 1, good links have been developed with the physiotherapy service to ensure that staff at the school can meet the needs of physically impaired pupils. At Key Stage 2, training in behaviour management is helping to support the needs of pupils with significant behavioural difficulties
19. The only weakness noted in teaching was the under expectation of what some pupils could do, particularly the higher attainers, in mathematics, in Key Stage 1.

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

20. The curriculum is appropriately broad and balanced, and gives due emphasis to English and mathematics. It includes all the subjects of the National Curriculum, together with religious education. The curriculum for the under fives is appropriately based on the Desirable Outcomes for Learning. The quality of the curriculum has a positive effect on standards.
21. The curriculum is considerably enhanced by the effective use of homework, a wide range of extra curricular activities, mainly for Key Stage 2 pupils, and residential field trips for each year group in Key Stage 2. There is very good provision for personal and social education throughout the school. The school has recently won a Surrey award for its work in this area of the curriculum. This award demonstrates that the school has a health education programme which is co-ordinated, comprehensive and progressive, and reflected in school development planning. The carefully planned programme includes appropriate attention to sex education and to drugs misuse. It also includes a substantial emphasis on healthy eating and personal safety.
22. Since the last inspection, curriculum planning has improved. There are now long-term curriculum maps, policy statements and guidelines for each subject. Good use has been made of nationally produced support material to improve medium term curriculum planning, which is used by teachers in each year group as a basis for their lesson planning. There is a high degree of parity in the curriculum offered to pupils in the two classes in each year group, which is achieved through shared planning by the class teachers. The national literacy and numeracy strategies have been very successfully implemented, and this has had a positive effect on the planning and teaching of literacy and numeracy skills.
23. The school does not have either a policy statement or specific guidelines for teachers on provision for pupils' spiritual or cultural development. This results in a particular weakness in provision for pupils' spiritual development, where there is no systematically planned provision beyond opportunities for reflection during school assemblies and opportunities to express feelings in aspects of religious education, art lessons and during 'Circle Time'. Guidelines for social and moral development are good, and included in the policy for personal and health education. There is very good provision for pupils' social and moral development. The school is very successful in helping pupils to understand the difference between right and wrong, and to act accordingly. Consequently, their behaviour is consistently very good, and they have a high level of respect for their own and other peoples' property. Pupils are given a wide range of opportunities to develop social responsibility, including carrying out numerous monitor jobs in their classes, the 'buddy reader' scheme in which older pupils help the younger ones with their reading, and participation by elected class representatives in the school council. Relationships between pupils and adults are good, and all the adults in the school provide the pupils with good models of positive social relationships. Residential trips give pupils in Key Stage 2 the opportunity to develop personal responsibility and to strengthen social and working relationships with each other and with adults. The school's provision for pupils' cultural development is broadly satisfactory. Pupils are given a range of opportunities to experience art, music and drama, including work in school, visits to museums, galleries and places of historical interest in the locality and further afield, and participation in concerts and plays. They have some opportunities to develop an understanding of other cultures, including work on the Chinese New Year in Key Stage 1 and discussion of other faiths in religious education. However, more systematic planning throughout both key stages would improve provision for this aspect of pupils' cultural development.
24. The school has satisfactory links with the local community, although these are limited because of the wholly residential nature of the locality served by the school. Many links are through the very active parent and teacher association. Local residents attend the school's annual fireworks display and summer fair in large numbers, and a local firm has provided sponsorship for the fair. Links with the community support the pupils' learning in a variety of ways, including the participation of the community police officer and the fire service in aspects of the personal and social education programme.

25. The school seeks to ensure that all pupils have equal opportunities. Many pupils at the school have additional needs, but access to all opportunities is open to them. For example, there is good access to all appropriate areas for pupils with physical impairment, and these pupils are included in all aspects of school life, including residential trips and the wide range of extra-curricular activities. High levels of support are generally available within literacy and numeracy lessons particularly, to ensure access for each individual pupil. All pupils in Key Stage 2 have access to the range of extra-curricular activities. There are four percent of pupils at the school who have English as an additional language, although most use English well. A very small minority of these pupils have significant difficulties, but this is due to difficulties in learning, and they are effectively supported through the special needs provision. The teachers have very good awareness of the needs of all pupils and ensure that they all have the same opportunities.
26. Provision for pupils with special educational needs is very good. The school has a higher than average number of pupils identified within its special needs register, but the number requiring additional support is broadly average, at just over three percent. However, the specific nature of these pupils' additional needs is very wide ranging, and sometimes severe. The school uses many very good strategies to cope with the needs of the pupils, and to ensure that they receive a broad and balanced curriculum included within their peer group.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school provides a caring, secure and stimulating environment, which is conducive to good quality learning and attainment. Health and safety procedures are good. The health and safety committee conducts termly risk assessments, organises routine electrical and fire equipment checks, and maintains good records. There is good provision for first aid. The procedures for child protection are good and all staff have received recent training.
28. Lunchtime supervision is very good. The supervisors are trained in play leadership, which results in a good variety of high quality play activities. The provision for personal, social and health education is very good and is a strength of the school. The very good behaviour policy is consistently implemented, and within it there are good strategies for dealing effectively with unacceptable behaviour, including bullying. There are good procedures for monitoring and promoting attendance. Very good support and guidance is provided for pupils with special educational needs.
29. The monitoring and assessment for the personal development of pupils is very good, and individual records ensure that personal, social and health education needs are identified and met. Baseline assessment is used for the under fives to set learning targets, and these are shared with parents. There is good monitoring and assessment in English and science, individual targets are set and shared with the pupils and on a termly basis with parents. In mathematics, monitoring and assessment is satisfactory overall, with some good elements. The monitoring and assessment for pupils with special educational needs is very good.
30. Monitoring and assessment procedures are unsatisfactory in information technology and religious education. The introduction of structured assessment in foundation subjects is planned but not as yet implemented. Where monitoring and assessment practice is good, individual targets are set and these are used in lesson planning. The whole school marking policy is consistently implemented and has a positive impact on learning and attainment.
31. Overall the school provides effective support and advice for all pupils based on sound monitoring and assessment and this is particularly effective for the under fives, and for science and literacy throughout the school. In this respect the school has improved since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. The partnership with parents is very good and a strength of the school. The effective involvement of parents described in the last report has been further developed by the formation of a 'Parents in Partnership Group'. Parents elected to the committee have been very successful in helping the school to consider solutions to issues identified by parents, staff or pupils. They have also been involved in helping to draft policies and the home/school agreement. Parents are highly valued by the school for the positive contribution they make to pupils' attainment. In turn, parents' responses to the questionnaire and at the parents' meeting show that parents support the school and appreciate its strong leadership. The partnership is valuable in creating an effective school.
33. Parents are welcomed in the school and many help in classes. The quality of information which the parents receive is good. New parents are effectively introduced to the school, for example through home visits and induction sessions. Curriculum newsletters and letters sent out by the headteacher provide useful information about the school and its work. Pupils' reports clearly indicate what they have been taught, but are not always clear about pupils' levels of attainment against national expectations. Reporting on targets tends to be general rather than specific. However there is a high level of attendance at the meetings held each term to discuss targets for pupils, and parents and pupils know exactly what they need to do to improve further. The school's system of reporting on pupils' attainments complies with all statutory requirements. The school has held useful meetings on literacy and numeracy. The school prospectus and the annual governors' report are a good introduction to the life of the school and include the statutory information required.
34. Parents' involvement in their children's education and in the work of the school is good. The parents association is very active and is very successful in organising fund-raising and other events for the school. These events are well supported, and the money raised is spent on improving the school's resources, for example the outdoor activity equipment, new staging and water fountains. Parents are keen to help their children with their work. This has a particularly beneficial effect on literacy skills and use of the computer in many subjects. There was a very high level of return of the signed home/school agreement. The school successfully relies upon the co-operation of parents to reinforce expectations of both attendance and behaviour.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The headteacher provides strong leadership and a very clear vision and excellent educational direction for the school. This leadership is well supported by the senior management team and governing body. The school has explicit aims and values, which are clearly expressed and priorities are costed in the school development plan, and focus on promoting high standards. The whole school staff are committed, and share fully the vision of the head teacher. The professional development and delegation of responsibilities to staff ensure that everyone makes an effective contribution and shares in the success of the school.
36. The school has excellent teaching and learning policies. Planning, which is done in teams is very good, both within the year groups and across the key stages. The quality of the educational provision is monitored and evaluated through classroom observation and independent work sampling. There are effective procedures for appraising the performance of management and all senior staff. The governing body brings many professional skills to the management of the school. They are deeply involved in strategic planning, setting performance targets, and monitoring outcomes. All statutory requirements are met other than that not all assemblies include acts of worship.
37. The special needs provision is very well managed and organised throughout the school. Effective links are established with external support services, and resources are good. The effective leadership ensures that statutory requirements are fully met and that pupils' progress is regularly monitored. The devolved budget provided through the Local Education Authority, to cover the costs of supporting the 'included' pupils with statements of special educational needs in accordance with defined standards of care, is insufficient. The actual cost of providing the support and care to the standards specified is significantly more than the sum provided and currently the additional expenditure is being subsidised by the whole school delegated budget.

38. The school development plan is an effective working document. Priorities are clearly defined, responsibilities for action delegated, resource and financial implications budgeted, and success criteria established. The administration of the school is good and new technology is used effectively to provide financial information and monitor expenditure. Specific grants are used effectively for their designated purposes.
39. The qualifications, experience and expertise of teachers well match the curriculum. These and their hard work and commitment significantly contribute to the above average standards achieved by pupils on leaving the school. A good staff development programme has addressed subject weakness identified at the time of the last inspection, although work on improving teachers' skills in music and art needs to continue. Training for the introduction of the numeracy and literacy strategies has been very effective. Learning support assistants for pupils with special educational needs are of particularly high quality, due to the good opportunities provided for their professional development. The introduction of job profiles for staff, which are reviewed each year, supports both their personal and professional development and contributes to the high standards of teaching observed. They are an appropriate substitute for appraisal until the new procedures are implemented. Teachers new to the school are well supported and a good monitoring programme ensures feedback to teachers on the quality of their work. All staff within the school work closely as a team, which creates a very positive learning environment for pupils.
40. Accommodation is excellent. Classrooms are spacious and the high quality of display in classrooms and around the school supports pupils' learning well. Outside areas are good and well maintained. They include an environmental area. The playground area is well organised with playground markings for games, but also quiet areas for pupils to sit. This very good provision is enhanced by the training given to lunchtime supervisors, such as managing pupil behaviour. They actively work and play with the children to ensure lunchtime is a controlled and happy experience. Equipment and materials for learning are good overall; in English and mathematics, they are very good and for physical education and personal and social education they are excellent. The library is small, but well organised, and provides a comfortable and attractive environment for reading. There are sufficient books of good quality, which are well displayed, although some information technology books are now out of date. The number and quality of computers is satisfactory, having recently been updated. Their use is now beginning to have a positive impact on the development of pupils' information technology skills.
41. The school receives an average level of funding and makes very good use of its accommodation and resources. The parent teacher organisation has raised considerable sums to support the purchase of equipment, notably in mathematics and computers.
42. The best principles of comparison, value, consultation and competition are applied in the management and use of resources. This is an effective school and taking the context of the school into account, the improvement since the last inspection, the quality of teaching and learning and improving standards, particularly at Key Stage 2, the school is judged to be providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. In order to improve standards further, the headteacher, governors and staff should:

- (1) Create a systematic plan for spiritual development throughout the school. Ensure that opportunities for spiritual growth are provided in all subjects. **(See paragraph 23)**
- (2) Improve further the attainment in mathematics at the end of Key Stage 1. **(See paragraphs 2, 19, 68 and 76)**
- (3) Include an act of worship in each daily assembly. **(See paragraph 36)**

44. In addition, governors and staff should consider the following in their action planning:

- Giving clearer indication of pupils' attainment levels in annual reports; **(See paragraph 33)**
- Extending the range of musical experiences; **(See paragraph 117)**
- Broadening the range of activities in art; **(See paragraphs 86 and 89)**
- Using assessment more effectively in religious education, information technology, and other foundation subjects; **(See paragraphs 30, 90, 111 and 129)**
- Developing extra curricular activities in Key Stage 1. **(See paragraph 21)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 102 |
| Number of discussions with staff, governors, other adults and pupils | 21 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 9 | 33 | 38 | 22 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 421 |
| Number of full-time pupils eligible for free school meals | 21 |

FTE means full-time equivalent.

| Special educational needs | YR – Y 6 |
|---|----------|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 111 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 18 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.8 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.5 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 26 | 36 | 62 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 22 | 22 |
| | Girls | 28 | 29 | 28 |
| | Total | 50 | 51 | 50 |
| Percentage of pupils at NC level 2 or above | School | 81 (84) | 82 (89) | 81 (90) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 22 | 24 |
| | Girls | 30 | 30 | 32 |
| | Total | 51 | 52 | 56 |
| Percentage of pupils at NC level 2 or above | School | 82 (84) | 84 (87) | 90 (89) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 32 | 32 | 64 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 24 | 30 |
| | Girls | 28 | 27 | 31 |
| | Total | 50 | 51 | 61 |
| Percentage of pupils at NC level 4 or above | School | 79 (74) | 81 (68) | 97 (92) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 26 | 28 |
| | Girls | 26 | 27 | 28 |
| | Total | 47 | 53 | 56 |
| Percentage of pupils at NC level 4 or above | School | 75 (74) | 84 (69) | 89 (81) |
| | National | 68 (65) | 69 (65) | 75 (72) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 1 |
| Black – other | 0 |
| Indian | 9 |
| Pakistani | 5 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 353 |
| Any other minority ethnic group | 2 |

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 17 |
| Number of pupils per qualified teacher | 24.1 |
| Average class size | 30.4 |

Education support staff: YR - Y6

| | |
|---|-----|
| Total number of education support staff | 17 |
| Total aggregate hours worked per week | 306 |

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|--------|
| Financial year | 1998/9 |
|----------------|--------|

| | £ |
|--|---------|
| Total income | 705,580 |
| Total expenditure | 719,362 |
| Expenditure per pupil | 1,658 |
| Balance brought forward from previous year | 24,282 |
| Balance carried forward to next year | 10,500 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 421 |
| Number of questionnaires returned | 153 |

36 percent return.

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 27 | 5 | 2 | 0 |
| My child is making good progress in school. | 55 | 40 | 3 | 1 | 1 |
| Behaviour in the school is good. | 48 | 44 | 3 | 0 | 4 |
| My child gets the right amount of work to do at home. | 48 | 43 | 6 | 3 | 0 |
| The teaching is good. | 60 | 36 | 1 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 41 | 43 | 11 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 33 | 7 | 5 | 1 |
| The school expects my child to work hard and achieve his or her best. | 70 | 26 | 2 | 1 | 1 |
| The school works closely with parents. | 41 | 46 | 7 | 4 | 3 |
| The school is well led and managed. | 59 | 35 | 4 | 1 | 1 |
| The school is helping my child become mature and responsible. | 59 | 34 | 5 | 1 | 2 |
| The school provides an interesting range of activities outside lessons. | 42 | 36 | 12 | 1 | 10 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. The school makes good provision for children under five in the two reception classes. Apart from mathematics for the higher attaining children, the provision is equally good in all the areas of learning. All children are well prepared for working on the National Curriculum at the appropriate age. The majority of children are on course to meet the expected outcomes in the areas of learning by the age of five. There is skilful management in the organisation of the curriculum, resources, space, support staff and effective budget management. This results in early years provision of a high standard which has significant impact on children's learning and standards. This good provision has been maintained since the last inspection. Baseline assessment shows that the attainment on entry to school is slightly below average for Surrey, and in line with the average nationally for English and mathematics. It is above average for personal and social development. When they enter full-time schooling a significant minority of children attain at a level that is above that expected of children of their age, especially in English, and nearly all children attain at a level that is similar to that expected nationally.

Language and literacy

46. All children have good listening skills, respond to questioning with appropriate answers and are able to enter into lengthy discussions about their families and the area in which they live. They can describe pictures and talk about their own experiences with confidence. They use language freely and creatively while playing in the role play areas and in plenary sessions to lessons. Children understand the importance of books and handle them with care. They understand that print carries meaning, and are able to interpret pictures. Higher attaining children can read well with support, are able to use words like 'hibernate' and explain their meanings. During the literacy lessons children respond very well and make real gains in learning, building upon previous learning about initial sounds. They form letters with care, the higher attaining children developing a clear joined script. They make good use of the writing areas, one of which involves them listing friends' menu choices in the three bears' café. Every area of learning has the development of language as a central focus and this enables them to make good progress.

Mathematics

47. Many children already have a good understanding of mathematical language, and are able to make comparison of size between big and small. They name a range of shapes, and identify them in features of the school, such as a circular window. In number the majority can count and recognise numbers to ten, and a significant minority can count to 100. In both classes higher attaining children can add and subtract one from numbers up to 10 with ease. Younger children can place the correct number of objects into sorting trays, and draw the correct number of objects to match the numerals to ten. When placing numbers in order they can identify errors and correct them, for example when the number 10 was upside down. Younger children are developing their recognition of number by making numbers out of Play-doh.

Knowledge and understanding of the world

48. Children are able to talk about how all are special to God and their families through acting out the story of the lost sheep. They use their knowledge of the locality to model and discuss the objects Goldilocks could see on her way to the three bears' house. They can talk about different times of the day, and the seasons. Higher attaining children can discuss the safety requirements while cooking biscuits. The majority of children can use the computer with considerable skill, setting up the program for the next person to use as well as manipulating the mouse with dexterity. They can solve the problem of transport for the three bears by building wheeled vehicles from a construction kit, then modifying their design after evaluating its success with the teacher.

Physical development

49. Children handle tools and objects with confidence. They successfully cut out shapes, glue numbers in order for a caterpillar's body and hold pencils and brushes with increasing control. All children can join components of a moveable teddy bear with split pins. In physical education they can climb, roll, and jump in a controlled manner. The provision of outdoor play is good and is well used. They have a secure area which has a playhouse, sand and water trays and dressing up and games equipment. This provision has a considerable impact on their physical development of large motor skills and their personal and social education as they successfully learn to share equipment and co-operate in the use of it under the purposeful guidance of their teachers and support staff.

Creative development

50. Children demonstrate good skills in art, collage and modelling. They use colour well and paint and draw with great care. The drawings and paintings of most children show a good level of maturity. They select colours appropriately for the subject. For example, in the paintings of the three bears and Goldilocks. In music the majority of children can clap in time, following a rhythm, sing in tune and listen carefully. They play a variety of percussion instruments with great enjoyment and care.

51. Children's response to lessons is very good and this promotes their learning well. They have a positive and enquiring attitude to their learning and respond well to guidance from their teachers, support assistants, parent and grandparent helpers. They work well together in groups or pairs, and know how to share resources. Children have very good levels of independence in indirectly supervised activities, and they are able to concentrate for a considerable length of time.

52. The quality of teaching is good. Teachers have a good knowledge and understanding of the needs of different groups of children in their class. Planning and lesson organisation is good with particularly good links being made to literacy throughout the areas of learning. Classroom assistants and voluntary adult helpers contribute significantly to children's learning, class organisation and management. Support staff are regularly used to assess the children's attainment across all the areas of learning. Teaching is warm and lively. However, while good support is given to lower attaining children, higher attaining children are insufficiently challenged in mathematics. Tasks are set at too low a level and there are few opportunities for these children to use their knowledge in problem solving activities in mathematics. In English higher attaining children are challenged appropriately. Teachers use skilful questions and open-ended activities. Teachers and support staff share the same high expectations of children's ability to achieve as well as for their behaviour. They guide and use praise effectively to promote learning.

53. The curriculum for the under fives is based on the Desirable Outcomes for Learning. It links in well with the National Curriculum and prepares children well for working on it once they reach the appropriate level of attainment. Very good use is made of baseline results to set targets, which are shared with children and their parents. These drive the learning by being displayed and referred to by children and their teachers during plenary sessions of lessons. Individual education plans for children with special educational needs are also constructed from these baseline results. Children with special educational needs are integrated into the life of the classroom very well.

54. The teaching accommodation is excellent. Space is used very well with separate learning bays used by both classes. Classrooms are attractively laid out and great care is taken to ensure that learning through play with an emphasis on practical activities can take place. Children's work is attractively displayed, as is the wide variety of learning resources. The outdoor area is used as an integral part of the building on a daily basis. Regular use is made of the music studio and food technology room which are located in a separate part of the school.

55. There is a good induction programme for new parents and children, which ensures a happy start to school for all children. These close links with parents are maintained through termly meetings, which all parents attend. Parents are clearly welcome in the school and are seen as partners in the education of their children. The co-ordinator works with the playgroups to develop an appropriate curriculum to ensure progression for the children entering the school. Similarly, close attention is given to the transfer of the pupils to Year 1, with opportunities created for the teachers to work with their future pupils in the summer term. This ensures that pupils are well prepared for the next stage in their learning.

ENGLISH

56. In the 1999 National Curriculum tests, the results achieved by the seven year-old pupils were in line with the national average for all schools in reading, but below the national average in writing. Compared with similar schools results in both reading and writing were well below average. The results achieved by the eleven year-old pupils were in line with the national average for all schools, but were below the national average for similar schools. The results at Key Stage 1 were not as good as they were at the last inspection, but are now showing clear indications of improvement. Results have improved in line with the national trend at Key Stage 2 and are now better than at the last inspection. At Key Stage 2 the pupils' results in reading were very much better than in writing, and girls did better than boys in both reading and writing. The school has identified both these issues through its own analysis of the test results and is taking appropriate and effective action to address them.

57. In the work seen during the inspection, attainment at the end of Key Stage 1 was in line with national expectations. At the end of Key Stage 2 the attainment of a substantial proportion of pupils exceeded national expectations. Pupils have positive attitudes towards English and work hard in lessons. They learn well, and make increasingly good progress as they pass through the school. Pupils with special educational needs, and the very small number for whom English is an additional language, are very well supported and make good progress. The generally good quality of teaching, especially at Key Stage 2, enables higher-attaining pupils to make good progress.

58. Attainment in speaking and listening is good at both key stages. This is a strong feature of the school's work, and it is well promoted across the curriculum and in other activities. It is an area where higher attaining pupils are particularly enabled to do well. The school's work in drama produces results of a very high standard, especially the drama club, which is attended by a large number of Key Stage 2 pupils. Pupils become confident from an early age in speaking in a wide range of contexts, including groups, whole-class discussions and in assemblies. By the age of eleven, pupils are able to explain things to an audience in a very capable way, using mature vocabulary, and they can express their opinions clearly on a range of topics. Pupils of all ages listened carefully and attentively to adults, and also to each other's contributions in lessons, and demonstrate by their responses that they have a sound understanding of what they are hearing.

59. Attainment in reading is in line with expectations at the end of Key Stage 1 and good at the end of Key Stage 2. At Key Stage 1, pupils clearly enjoy reading, and develop increasingly secure phonic knowledge. This knowledge is evident both in specific phonic activities and when they tackle unfamiliar words in their reading. Most pupils read increasingly fluently and expressively, using a good range of strategies to decode words, in books of appropriate levels. They are able to use reference books to obtain information. Many are familiar with the content and index sections of non-fiction books and understand the alphabetical arrangement of dictionaries and library books. At Key Stage 2, pupils build on their developing phonic awareness and word building skills. Almost all pupils are confident and expressive in reading a wide range of material, including fiction and non-fiction books, text on the computer screen and their own written work. In most instances, occasional hesitations or errors are rapidly self-corrected by reference to the sense of the passage they are reading. Pupils develop good reading skills including scanning, skimming and summarising passages of text. They demonstrate well-developed skills in using dictionaries and the thesaurus, and also in obtaining information from reference books and the computer. Older pupils are able to refer to the text when explaining their opinions on something they have been reading about. For example, groups of Year 6 pupils

considered a passage about the abolition of capital punishment and were able to construct sound arguments based on the key points in the text. There was no evidence that boys were any less enthusiastic about reading than the girls.

60. Attainment in writing is in line with expectations at the end of Key Stage 1 and improves steadily to become good, and in some instances very good, at the end of Key Stage 2. At Key Stage 1 pupils begin to use joined script from the outset, and this helps most of them to produce secure joined writing by the age of seven. Punctuation becomes more accurate through the key stage. Older pupils demonstrate a sound understanding of the use of full stops and capital letters in sentences. By the end of the key stage, simple and other familiar words are usually spelled accurately, and higher attaining pupils confidently attempt more complex words. For example, Year 1 pupils had written well-expressed accounts of the 'Jack and the Beanstalk' story, which showed a secure grasp of narrative sequence and reasonable spelling and punctuation for their age. Year 2 pupils had written thoughtful poems called 'What If?' and the improved quality of their writing indicated steady progress from Year 1. At Key Stage 2 pupils' grammatical knowledge becomes well established. For example, Year 4 pupils could readily identify instances of tense disagreement in sentences. Most pupils can write confidently in a range of forms including poems, stories, description, letters, instructions and accounts. Many pupils demonstrate skill in presenting information in written form. For example, Year 4 pupils were able to produce information brochures about a field studies centre which they had visited, showing an impressive ability to select and present information, making appropriate use of headings and bullet points. Year 6 pupils had produced very well presented work on the history of Ashford which made good use of a range of presentational techniques including continuous prose, annotated graphs and charts, questions and key points. This is an example of the very good way in which the school promotes literacy across the curriculum. Most pupils are able to produce fluent and well-formed handwriting in ink by the end of the key stage.
61. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. The school has correctly chosen to allocate a substantial proportion of curriculum time to English as part of its drive to improve standards, and makes good use of this time. The National Literacy Strategy (NLS) has been very successfully implemented and is making a major contribution to higher standards. Classroom assistants are making a very good contribution to literacy lessons by supporting groups and individuals who have special educational needs, and this is a key factor in the good progress made by these pupils. Classroom assistants are also playing an important part in the school's implementation of the NLS in Years 3 and 4 by the success of their work with groups of pupils on the Additional Literacy Support (ALS) programme. This is helping to improve the attainment of pupils who did not securely achieve the expected standard at the end of Key Stage 1. However, in some lessons the teachers' planning indicates that systematic phonics teaching is sometimes restricted to the pupils working on the ALS programme.
62. In both key stages English lessons are thoroughly planned and prepared. They have clear learning objectives that are usually shared with the pupils and frequently referred to during lesson, especially during concluding reviews of what has been learned. Lessons are well managed, with clear explanations of individual and group tasks, and smooth transitions between different sections. Teachers provide the pupils with good models of reading and writing, and demonstrate good knowledge of the NLS Framework and the National Curriculum programme of study for English. The high quality of teaching at Key Stage 2 results from teachers' high expectations of what can be achieved, a brisk and challenging pace of working which enables all pupils to learn well. Teachers also make skilful use of questions to check on pupils' learning and to extend their thinking. They adapt their questions well to take account of pupils' different levels of attainment. Good use is made of information technology to support pupils' learning in English.
63. The only observed weaknesses in teaching are minor and do not significantly impede pupils' progress. In one lesson at Key Stage 1 the 'book sharing' task set for a group working independently while the teacher worked with a guided reading group was appropriate but not sufficiently well focused to keep the pupils purposefully engaged without having to refer constantly to her. In a Key Stage 2 lesson, the teacher used a shared text that was photocopied for each pupil, but did not sufficiently check that all the pupils were actually following the text, and this reduced the impact of her teaching on the pupils who were most distant from her.

64. The school's provision for English is very well managed. The co-ordinator has a secure understanding of standards and quality in the subject, which is gained through monitoring teaching in classrooms, reviewing samples of pupils' work and a regular overview of teachers' planning. Her leadership has been a key factor in the school's successful implementation of the National Literacy Strategy. There have been significant changes and improvements since the last inspection. Another teacher very capably manages the NLS Additional Literacy Support programme. There are good procedures for assessing and recording pupils' attainment and progress in English. The school is well resourced for English. The reading book programme, which runs throughout the school, consists of a well-organised combination of a commercial reading scheme and 'free choice' books, which are colour-coded to indicate their level of difficulty. Pupils' progress through the reading scheme is very well monitored through the use of reading diaries that are very well maintained, often with the involvement of classroom assistants. The library is rather small for such a large school, but it reasonably well stocked. Each class has a weekly library-based lesson during which they learn a range of library skills. Classrooms are well stocked with a range of fiction and non-fiction books, together with appropriate dictionaries and thesauruses, which the pupils use confidently. Teachers and pupils use computers appropriately.
65. The school is very effective in promoting literacy across the curriculum. Numerous instances of pupils using their developing skills in speaking and listening, reading and writing were observed in all subjects during the inspection.

MATHEMATICS

66. Standards in mathematics are above average at the end of Key Stage 2. Pupils enter the school with average mathematical skills, make steady progress throughout Key Stage 1 and better progress throughout Key Stage 2. This is shown by national test results over the last few years and current levels of attainment.
67. Overall performance in Key Stage 1 National Curriculum tests for seven year-olds in 1999 was in line with the national average, although below that for similar schools and below the school's results in 1998. The percentage of pupils attaining the highest level was above average, but the proportion of pupils attaining the expected level was below average. Over the last two years performance in Key Stage 2 tests for eleven year-olds has improved. 1999 results were above average nationally, and in line with that for similar schools. In particular, results at the highest levels have improved, now being close to national averages. These results represent an improvement for eleven year-olds since the last inspection, but not for seven year-olds when results were above national averages.
68. Inspection evidence shows that the attainment of current seven year-olds at the end of Key Stage 1 is in line with that expected for their age. Pupils know the mathematical names for common shapes, such as square and triangle, although not all are confident in using the word rectangle rather than oblong. They can put in a line of symmetry to find half of a shape. In number, most pupils can count and sequence numbers to 100, and recall number facts up to 10. However lesson observations and the scrutiny of work showed variations in the progress being made by different ability groups. The progress of pupils with special educational needs and a significant number of the average attaining pupils is sound and sometimes good. The highest attaining pupils can confidently double and halve numbers accurately. However too often the work being done by these pupils, and pupils working well at the expected level, does not challenge them to achieve the best possible standards. For example there are too few opportunities to work with numbers greater than 20, particularly place value work and adding and subtracting.

69. The attainment of current eleven year-olds at the end of Key Stage 2 is above average. Nearly all pupils are confidently working at the expected level in most areas of mathematical work. For example they quickly recall times tables up to 10 and add two 2-digit numbers in their head. Pupils with special educational needs and the lower attainers make particularly good progress. The setting in Years 5 and 6, and the good support of learning assistants contributes significantly to this. Higher attaining pupils confidently work with fractions, decimals and percentages, as do many other pupils. The standards achieved are particularly good in Years 5 and 6. The variability in classroom practice identified at the time of the last inspection has been addressed through the immediate introduction of a daily mathematics lesson and the subsequent implementation of the National Numeracy Strategy.
70. Pupils' numeracy skills are sound in Key Stage 1 and good in Key Stage 2. This is the result of the regular mental mathematics session at the beginning of every mathematics lesson. Pupils use their numeracy skills well in other subject areas. Year 6 accurately graph the results of experiments in science, Year 4 pupils find the average water level in geographical field studies of meanders, and Year 5 pupils analyse Victorian census information using bar charts in history. Accurate measuring helps in the production of good quality work in design and technology.
71. Pupils are very enthusiastic and interested in mathematics lessons. They behave very well and work hard at the tasks set. They not only readily answer questions but also ask their own questions to ensure that they have understood the work being done. They take pride in presenting their work neatly and are keen to do homework. All this significantly contributes to the overall good progress being made, particularly in Key Stage 2. Occasionally pupils become a little restive when whole class discussion sessions continue too long. The response of the lowest attainers in Years 5 and 6 is excellent, because of the appropriate but demanding teaching they are given. This enables these pupils to achieve well.
72. Teaching is good overall. It is satisfactory at Key Stage 1, with many good features. It is good at Key Stage 2 with nearly half the lessons observed being very good. No unsatisfactory teaching was observed. Major strengths of the teaching are the consistent implementation of the teaching approaches promoted by the National Numeracy Strategy and the careful joint planning by teachers. These result in pupils having good opportunities to learn the knowledge and skills expected for their age group through well structured lessons that have appropriate content and challenge. Pupils know what they are expected to learn because the purpose of each lesson is always shared with them.
73. All lessons start with a carefully planned short mental mathematics session. The very best of these move at a quick pace and involve all pupils. For example all pupils show their answers to times tables questions using number fans. This ensures no pupil sits back and coasts and enables the teacher to monitor pupils' progress. Throughout the school pupils' knowledge and understanding are very well developed by teachers' good questioning, which encourages pupils to explain their answers. Year 6 pupils can not only find the mode, median and mean of a set of results, but can explain what an average means and how it may be used. Pupils' learning is clearly checked at the end of each lesson through going back to the learning objectives for the lessons. Discussion with pupils using well focused questioning reinforces the key points and helps teachers to plan appropriately for the next stage of work. Throughout lessons, mathematical words and terms are clearly explained, and the main vocabulary is written on the board. Pupils find this very helpful.
74. At Key Stage 2 very few weaknesses were observed in teaching. Very occasionally, teacher and pupil discussion is a little lengthy, which leaves less time for individual work to develop and for pupils to practise the skills taught. However at Key Stage 1, the higher attaining pupils and those pupils, already working well at expected levels, are not always achieving as high as they could. This is due to work too often being at the same level of difficulty for all pupils in the class or individual group work not being hard enough. At both key stages practical equipment is used very well to help pupils' understanding and homework makes a positive contribution to pupils' attainment. Information technology is beginning to be used appropriately, but further development is needed. The work of teaching assistants to support the lower attaining pupils is well planned with the class teacher, helping these pupils to make good progress in their learning.

75. The co-ordinator provides very good leadership. She has worked extremely hard to ensure the successful implementation of the National Numeracy Strategy. The monitoring of teaching and learning is developing well and most targets in the action plan have been achieved. Individual teachers monitor and record satisfactorily pupils' progress. The setting of pupils' own targets for improvement is in place and developing well.
76. Significant improvements have been made in the quality of work in mathematics since the last inspection, particularly at Key Stage 2. However attainment at Key Stage 1 has varied, overall remaining in line with national averages. The co-ordinator now needs to work closely with teachers in Key Stage 1 and in reception to ensure the highest possible standards are achieved for these younger pupils.

SCIENCE

77. In the 1999 National Curriculum tests at the end of Key Stage 2, the percentage of pupils reaching the expected level for their age or above was 97 percent., of these the percentage reaching the higher level was 52 percent. Both of these figures are well above the national average, and are also well above the results for similar schools. No significant difference was noted between the performance of boys and girls
78. Inspection findings concur with these results. Standards of attainment are average at Key Stage 1 and are above average at Key Stage 2. This is an improvement since the previous inspection when standards were broadly average. At Key Stage 1, pupils use simple equipment and begin to make observations about their enquiries. In Year 1 they begin to learn about their own senses. They use their senses to explore materials and find differences by looking, listening, feeling, tasting, and smelling as they group materials according to their properties. In Year 2 they identify things that use electricity, and talk about how electricity affects their lives. They use appropriate scientific vocabulary as they make simple circuits, and they know how electricity travels around the circuit to make a bulb light up. Higher attaining pupils in Year 2 sometimes attain higher than average standards. They explain why certain circuits that they have made will not light because there is a break in the circuit. They can explain how to correct this, and they demonstrate how to make the bulb shine more brightly. Pupils in Key Stage 1 also understand how liquids evaporate, and they describe methods in which they have undertaken experiments on evaporation and distillation. They make predictions about what might happen as they work with water and solids, and show their results in block graph format.
79. Pupils at Key Stage 2 attain standards above those gained nationally. In Year 3, standards are broadly average . They undertake an in depth study of the eye, and demonstrate how light affects the size of the pupil. They use the knowledge to explain why the pupil gets bigger in the dark, and comment that "if you squint your pupils get bigger because your eye thinks it's dark and is not receiving enough light". Pupils use appropriate vocabulary to explain accurately the meaning of words such as "translucent", "opaque", and "transparent". Pupils in Year 4 also attain average standards. They undertake more extended study of parts of the human body, learn about the functions of teeth, and are able to explain the purpose of molars, canines and incisors. They make relevant observations and record these carefully on charts. They are beginning to interpret this information accurately. In Year 5 standards rise and many pupils attain standards above average. They develop their investigative skills through experiments to find out how switches can be used to control simple circuits. Their enquiry skills are well developed, and they have a good investigative approach to their studies. They confidently set up circuits, connecting wires and using appropriate scientific language. They work at National Curriculum level 4 as they show clear understanding of a switching circuit. By the time they reach Year 6, pupils' scientific skills are above average. They carry out fair tests effectively as they try to find out how quickly hot water cools. They record constant readings, which they present in line graph format. They make predictions, and give valid reasons for the outcomes of their investigations. Higher attaining pupils attain National Curriculum level 5 as they explain the implications of their experiment for daily life. They talk with maturity about their data and suggest other ways in which the effects of insulation could be beneficial. They consider the factors surrounding their fair test, and make valid comments about the need to undertake such tests in different situations. They show clear evidence of understanding the scientific implications of their own investigations.

80. The quality of teaching is always good, and in almost half of all lessons teaching is very good or excellent. This has a significant and very positive impact on the quality of learning. Teaching is particularly strong in Years 5 and 6, where pupils make the best progress. Across the school, lessons are well planned with clear objectives. Preparation is detailed, and teachers use a range of simple, but practical examples to help pupils develop good understanding. For example, in Year 4, the teacher used the practical activity of eating an apple to explain to the pupils how different teeth have different functions, such as cutting, tearing, and chewing. In Year 2 a very good practical demonstration by the teacher, using pupils as representations of different aspects of a circuit, helped pupils to develop clear understanding about the way a simple circuit works. Teachers model and demonstrate in almost every lesson. They give very good and careful explanations to foster scientific understanding. Pupils are challenged by the range of activities provided. For example, in Year 1, pupils were keen to use the appropriate scientific vocabulary that they had learned during their lesson, to describe the properties of materials as they answered increasingly difficult questions. Teachers are careful to build on prior learning as pupils move through the school. For example in Year 3 the teachers enable pupils to talk about their own knowledge of the eye, and its functions, before giving them a range of new information and developing their knowledge further. Teachers throughout the school manage behaviour very well. They generate a calm quiet atmosphere, which ensures a safe working environment. Teachers are very aware of the range of needs and abilities within each class, and appropriate support is provided to ensure that pupils with additional needs, as well as those of higher attainment are suitably catered for, and challenged. This ensures that all pupils make at least good progress in their lessons, and many pupils make very good progress, including those with special educational needs. The amount of progress that the pupils make has improved significantly in science since the last inspection.
81. Pupils in both key stages enjoy science. They behave well in lessons and respond positively to their teachers. In all lessons behaviour is a significant and positive feature. Pupils' attitudes to learning are also very good. They work well together, discuss their findings and share resources where necessary, They help each other with their hypotheses. High levels of respect for each other exist between staff and pupils and this helps to produce the good ethos for learning.
82. Science is very well led and managed. The co-ordinator has recently undertaken an analysis of the coverage of the curriculum to ensure breadth and balance. A good programme of monitoring has been implemented to ensure that teaching is consistent across the school, and that pupils are making good progress. Assessment has been a focus recently, and this has had a very good and positive impact on the quality of learning that takes place. An effective response to the previous inspection report has also helped to improve standards. Interesting and interactive science displays promote an effective learning environment.

ART

83. During the inspection it was only possible to observe a few lessons in art. Judgements are based on the work completed in these lessons and the scrutiny of work in classrooms, around the school, and in pupils' books.
84. Standards in art are satisfactory overall. They are better at Key Stage 1 than Key Stage 2. However the range of skills that pupils have had the opportunity to acquire has been limited, particularly at Key Stage 2. This is in part due to the small amount of curriculum time available for art. Until recently there has only been limited development since the last inspection. This has been addressed this year by the new co-ordinator. The differences in skill development were clearly evident in the display of drawings of instruments done by pupils from Year 1 to Year 6. The quality of work of the younger pupils was much higher for their age than that of the older pupils.

85. Pupils are now making good progress in art at Key Stage 1, and satisfactory progress at Key Stage 2. Progress is better in Key Stage 1 than Key Stage 2, because the work for older pupils is limited mainly to drawing and painting. Seven year-olds are developing appropriate levels of skill in working in a range of media, including watercolour, crayon, chalks and pastels. Collage work using soft materials and plasticine is of an appropriate standard. Key Stage 1 pupils show careful observation in their drawings of people and natural objects. They have been introduced to the work of famous artists, such as Klee and Breugel, and they experiment successfully with the techniques of these artists in developing their own work. Drawings of pupils at play, in the style of Breugel, show good observational skills.
86. The range of work seen for eleven year-olds was limited. However, observational drawings on perspective show developing skills. Work using pencil to depict light and shade is of a good quality. Work done with the subject co-ordinator in the autumn term resulted in group reproductions of the paintings of Cezanne, accurately reproducing his style. Pupils in Year 3 know the primary colours and can explain the effects of mixing them together. Throughout Key Stage 2 there is evidence of careful drawing and colouring in work on display and in illustrations in workbooks. Sketch books have just been introduced and Year 5 pupils are beginning to use these well to develop their observational skills and the use of light and shade. There is good evidence of pupils gaining knowledge and understanding of the work of famous artists from teachers planning and displays: paintings in the style of Paul Klee in Year 5 being of good quality. Work in three dimensions is less well developed because pupils have fewer experiences in this area of art, although design and technology activities provide some opportunities, for example glove puppets in Year 3.
87. Pupils responded well in the lessons observed. They show both enthusiasm and care in developing their work. Year 2 pupils listened very carefully to the teacher and to each other when discussing how paintings made them feel. They were confident in talking about how paintings, such as those of Picasso's Blue Period, made them feel sad and lonely, and that other paintings made them feel bright and cheerful. They used language well to identify how the use of colour and line could produce these effects. They were supportive of each other's work when discussing how different groups had tackled their task in the end of lesson evaluation. All pupils work well in art, including those with special educational needs, who make progress similar to that of other pupils in the class.
88. The small amount of teaching observed in art was at least satisfactory and in one instance good. The lessons were carefully planned with a clear focus on the development of skills, enabling pupils to experiment and improve the quality of their work. Year 3 pupils, following a review of previous work and clear teacher demonstration, practised skills in mixing primary colours to produce good representations in the style of Klee. These had clean lines and even tones. Practical work is well organised and pupils have sufficient time to produce finished work in which they can take pride. Voluntary helpers, such as parents and grandparents are well briefed for the groups with whom they are working. This helps younger pupils to maintain concentration. Teaching is closely tied to studies of famous artists' work, such as that of the French impressionists. Through well led discussion pupils' knowledge and understanding of their work and the techniques used are well developed.
89. The recently appointed co-ordinator has compiled new guidelines which support teachers in planning their teaching. They are beginning to have a good impact on the quality of work being produced by pupils. There is a clear focus on the progressive development of skills across the year groups, covering the full range of art activities. Links to topic work are good. There is a positive focus on the work of female artists. However the use of information technology and opportunities to explore the work of non-European cultures is more limited. Staff plan sessions with care by sensibly using the limited curriculum time available in large blocks. This allows time for the teaching of skills and for pupils to produce finished work of good quality. However the small amount of curriculum time leads to some areas of experience, such as printing, textiles and three dimensional work, not being sufficiently covered.

90. The co-ordinator is working hard to raise standards in art. For example she worked on successive afternoons with Year 6 pupils and their teachers on perspective, leading to more positive attitudes from pupils as they saw the improvement in their skills. The new art club is mainly for pupils in Years 3 and 4, as particular weaknesses in the skills of this year group have been identified. It is well attended. The co-ordinator is beginning to monitor standards across the year groups, but this needs to be more systematic. The opportunities for assessing pupils' work, identified in the guidelines, are not yet being used by staff to monitor progress. Improvement since the last inspection has been slow until recently, and has adversely affected the standards and skills attained by the older pupils.

DESIGN AND TECHNOLOGY

91. Standards in design and technology are satisfactory throughout both key stages. By the end of each key stage, pupils are in line to meet nationally expected levels of attainment. Areas of weakness identified at the time of the last inspection have been addressed very well. There is a particular strength in the design element of the subject and this shows great improvement from the last report.

92. In Key Stage 1, pupils handled tools with accuracy and care. Pupils in Year 1 created models of biscuits based on their original design, before making them. The higher attaining pupils evaluated their designs and discussed possible difficulties in making the biscuits. In Year 2, pupils produced a model of a roundabout powered by batteries, which was similar to their original intentions.

93. Pupils at Key Stage 2 make good progress developing the skills acquired in Key Stage 1. Models of vehicles become increasingly complex from basic box and axle construction, to those with switches to control lights as well as movement. The quality of work and finish is consistently very high. In Year 4 pupils took great care in constructing Tudor houses using the methods of joining wood. By Year 6, pupils devise their own designs for shelters linked to their history topic. They worked from their own plans, modifying their design as the construction proceeded before testing the strength of the structure by placing an egg inside and dropping a weight on the roof.

94. Pupils are very enthusiastic about design and technology. Younger pupils can take turns with equipment and listen carefully to each other's ideas. Older pupils are very attentive to the challenge being set, share ideas and can ask thoughtful questions.

95. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Planning is detailed and linked to other subjects being studied. All staff have high expectations of learning and behaviour, and this encourages pupils to produce work of a high standard. In a Year 5 lesson on considering design features of a pencil case, the challenging task was structured very well. Good questioning techniques and the gradual steps in learning enabled all pupils to succeed.

96. The curriculum co-ordinator has a good understanding of the strengths and areas for development in the subject. By teaching alongside teachers he is able to share good practice and is developing guidelines for staff. The curriculum covers the full programme of study. Although there is no system of formal assessment, on-going assessment ensures good progression in skills and understanding for all pupils. This is an improvement from the last inspection. Resources and accommodation are very good and well utilised, with the food technology room being timetabled for all age groups, including the reception classes.

GEOGRAPHY

97. Standards in geography are good in both key stages. There has been a marked improvement in standards since the last inspection because of improvements in the quality of teaching, which is now good, in curriculum planning, which is now well supported by guidelines for teachers, and in resources. However, little progress has been made in developing procedures for the assessment and recording of pupils' attainment.

98. The work seen during the inspection at Key Stage 1, which included two lessons, samples of completed work and displayed material, indicated that pupils have good geographical skills, for example in using maps and globes to locate places in the United Kingdom and further afield. They are also able to make plans and maps of their classroom and their routes to school. They have good knowledge of places in the locality and further afield, and understand that changes in weather and differences in climate have an effect on people's lives. Pupils use geographical vocabulary such as 'city', 'coast', 'border' and 'ocean' correctly and with increasing confidence. They can select information about people and places from reference books and atlases, and can use it to answer questions.
99. At Key Stage 2, pupils' attainment was good in almost all the lessons observed and was never less than satisfactory. This indication of good standards was supported by scrutiny of pupils' work in their books and displayed in classrooms and around the school. By the end of the key stage, pupils have good geographical skills, including advanced map work skills, and the ability to use photographs and pictures as sources of information. They have very good knowledge of places, which is very well supported by their four residential visits to other parts of the country. They are able to make perceptive comparisons between their own urban locality and the rural places, which they study and visit. A Year 4 river study lesson at a field studies centre, which the pupils visited during the week of the inspection, was excellent. The pupils worked with the centre warden and the class teacher to investigate a stream, and were able to identify different types of soil, measure the depth of water in different parts of the stream, discuss the speed of water flow and take water samples. They also understood that the course of rivers and streams could change over time. The pupils have a good understanding of issues relating to environmental change in the locality and in the wider world. For example, in both Year 5 lessons, the pupils were able to ask questions about local environmental issues such as the proposed pedestrianisation of the High Street and consider the effects of this development on different population groups.
100. The pupils in both key stages have very positive attitudes toward geography. This is the result of consistently imaginative and challenging teaching, which is very successful in motivating them. The teaching observed during the inspection was never less than good, and much of it was very good. Teachers have good subject knowledge. Lessons are thoroughly planned and prepared. They have clear learning objectives, and teachers share these with the pupils, referring to them especially during introductions and concluding reviews. Good use is made of resources, including books, maps, globes and computers, to support the pupils' learning. Teachers make effective use of searching questions to explore pupils' existing knowledge and to extend their thinking. They give clear instructions and explanation and manage their lessons well so that time is used efficiently. This results in a brisk pace of working and a high level of sustained concentration on tasks, even when pupils are not directly supervised by adults. Good use is made of classroom assistants to support groups of pupils, especially those who have special educational needs. This enables these pupils to make good progress.
101. The leadership and management of geography are good. The co-ordinator has overseen improvements in the subject since the last inspection and has a clear view of what needs to be done now in order to improve standards further. She has carried out a thorough review of what is being taught across the school, and examines samples of pupils' work and class teachers' lesson planning. Her well-judged action plan includes the revision of the subject guidelines to provide better progression in pupils' learning of geographical skills. Good use has been made of the national scheme of work for geography to support planning in the subject.

HISTORY

102. No history lessons were inspected as this term the emphasis is on geography. From the scrutiny of work in pupils' books, and from displays of work around the school, and from discussions with pupils it is evident that standards are broadly at levels expected for their age at the end of both key stages. Standards at the time of the previous inspection report were satisfactory. This has been maintained. At Key Stage 1 pupils learn about history from stories, real photographs, artefacts, and visits to places of historical interest. In Year 1 pupils begin their historical studies through projects about their own lives. They talk about how they have changed over time. By Year 2, pupils are beginning to develop a sense of the passing of time, and they talk about their project on toys from times past with real understanding of "then" and "now. They know that history is represented in different ways and can answer questions such as "Why do you think that toys have changed"? using appropriate historical language. They create an accurate 'toy time-line' and explain it clearly. They develop historical skills and knowledge through a well-planned range of lessons.
103. At Key Stage 2 pupils build on their earlier knowledge through the study of different periods, including the Tudors, the Aztecs and the Egyptians. They use interesting resources and artefacts to learn about the lives of people in these civilisations. Some pupils undertake in depth individual studies of characters of the times, such as Henry VIII, and Boudicca. They use history to develop a range of other skills. For example they make Aztec masks using their artistic and designing and making skills. By the time they reach Year 6, pupils' historical understanding is developed through the study of local history. They use their literacy and numeracy skills very well as they study original census materials for their own town for the year 1871. They represent some of their findings in graph form, and they pose questions and hypotheses about their findings. For example "Why were there so few people in Ashford in 1871 aged over 50? " They give a range of appropriate answers. They also look at reasons why the population of the area grew significantly during the middle of the nineteenth century. Again they use graphs to display their data and to offer explanations. They develop their own ideas about the impact of the railway to the town, and undertake interesting historical hypotheses about some of the people they found in the census data.
104. Pupils talked about their history studies with enthusiasm. They remembered information they had gained from visits and explained how they find information from books and artefacts.
105. The subject is appropriately led and managed. A new curriculum is being implemented, and teachers' plans are monitored regularly. However, no monitoring of teaching or of standards has taken place, and this limits further improvement in standards. Some very effective displays of pupils work in history enhance the environment and, and resources for learning are good, with many interesting historical objects. These promote a positive learning ethos.

INFORMATION TECHNOLOGY

106. Standards of attainment in information technology are in line with the standard expected at the end of both key stages. There is evidence of progress in the acquisition of skills, knowledge and understanding throughout the school.
107. By the end of Key Stage 1 pupils have developed good control of the mouse and are becoming familiar with the keyboard layout. They can use a variety of programs, including word processing, graphics and databases. They can produce a graph of their favourite fruit and can print it out. Pupils of average attainment in Year 2, being introduced to programming the floor robot device, made rapid progress. They could use their understanding of how computers respond to commands to explore the possibilities of the machine. All pupils are confident in using computers and can load and change programs when required.

108. By the end of Key Stage 2 pupils have a sound knowledge of word processing, using tables and charts and editing. They can interrogate encyclopaedia on CD-ROMs, and select the relevant information. They can change font size and style, highlight and underline text and create borders suitable for the text being prepared. They understand how computers make it simpler to draft and edit their work. Pupils in Year 3 showed clear progression from Year 2 in using a graphics program. The drawing was more controlled, and a wider variety of effects were produced. Pupils use computers effectively in many subjects. In Year 3 pupils were able to use a geography simulation to create maps by clicking on various icons. Pupils are familiar with the vocabulary of information technology. Lower attaining pupils are confident in editing text, those in Year 5 being able to change words to make them more interesting. By Year 6, pupils are confident in amending, adding to and interrogating information. Pupils are beginning to use the Internet as part of their topics.
109. Pupils are highly motivated and confident in using computers. They persevere and sustain good concentration at any task. They collaborate very well, boys and girls together. They use the class rota systems independently. As many pupils have access to computers at home they bring a wide range of knowledge and skills to their learning in the classroom. Their enthusiasm enables them to develop skills and to acquire new learning quickly. There is particularly good listening when teachers are giving whole class computer lessons.
110. There has been a significant improvement in teaching skills since the last report. There has been disruption caused by the changing technology, upgrading of equipment and delays in the cabling for the networked system. However teachers have applied themselves diligently to developing a progressive curriculum which is used in most subjects. Tasks are well structured and build on pupils' understanding in carefully graded, clear steps. Support staff are deployed very effectively to ensure pupils are well challenged through good use of open questions. These skills enable all pupils to make good progress. Rota systems are used to ensure that pupils without access to computers at home have sufficient opportunities to practise their skills and become efficient. Teachers are due to begin training as part of the National Opportunities Fund scheme in September.
111. The co-ordinator is enthusiastic and has a clear vision of future developments in information technology at the school. She has a good understanding of what needs to be done and is well supported by all staff. At present assessment is unsatisfactory. The co-ordinator has plans for developing a format for assessment and record keeping. The school has put a substantial part of its budget into information technology equipment, and this is having a positive effect.

MUSIC

112. Standards in music are satisfactory throughout the key stages. By the end of each key stage pupils are in line to meet nationally expected levels. There have been many improvements in the provision of music since the last inspection. The range of percussion instruments available is now very good. Teachers' subject knowledge is satisfactory.
113. At Key Stage 1, pupils can use instruments well to create rhythmic pieces, combining rhythms to create complex compositions. They can sing in tune and several are beginning to play the recorder with accuracy. Pupils can appraise each other's contributions and consider ways of improving their performance. They are less good at music appreciation. In a Year 2 class pupils could describe pictures triggered in their minds by Tchaikovsky's Swan Lake. They were unable to express their feelings in any detail and did not notice the repetitive elements or changes in mood of the piece.
114. At Key Stage 2 pupils in Year 6 tackled an introduction to singing in two parts with success. However their singing lacked confidence as the music became higher, and there was a significant lack of expression. Expression and phrasing were also lacking in pupils' singing at assembly. Although they sang confidently when rehearsing their musical production, their skills of controlled phrasing and expression are still limited.

115. Progress at both key stages is satisfactory in composing and performing on instruments. Pupils make good progress in their understanding of rhythm and know about dynamics and tempo. There is some work done on notation through picture symbols to notes on the staff. Pupils have the opportunity to learn to play piano, percussion and guitar with school staff and visiting teachers. In most lessons pupils participate with enthusiasm. They collaborate well and listen to each other perform very carefully. A minority of boys in Year 2 and Year 6 were unable to sustain concentration throughout the lesson.
116. Overall the teaching in the lessons observed was satisfactory. Teachers have high expectations of learning and behaviour. Planning is good and builds steadily on skills taught in earlier years. Teachers are well supported by the excellent skills of the peripatetic teacher, whose wealth of experience and sound understanding of music teaching ensures lessons are successful for every pupil. The excellent deployment of classroom assistants enables pupils to focus closely on their playing during group activities.
117. In spite of limited curriculum time the full programmes of study are covered in both key stages. There is a lack of music encompassing cultures other than Western music, although the provision of instruments from other cultures is good.

PHYSICAL EDUCATION

118. Pupils achieve standards that are in line with those expected for their age at the end of Key Stage 1 and Key Stage 2. Standards have been maintained since the last inspection. During the inspection period pupils took part in a variety of physical activities, including, gymnastics, swimming, dance, and games. Athletics and adventurous pursuits are planned for the summer term.
119. In gymnastics pupils in Key Stage 1 can control their movements effectively and jump, land and balance appropriately for their age. They put out small apparatus efficiently, use it well, and return it carefully at the end of sessions. In Key Stage 2, pupils can build their movements into sequences in imaginative ways. Pupils in Year 3 are taught to swim, and most can swim at least ten metres by the end of the 20 teaching sessions given.
120. Pupils in both key stages have well-developed skills for their age in gymnastics and dance. They respond well to music and rhythm and can develop themes for themselves. A very good dance sequence was composed in a Year 5 class in which pupils were developing their ideas on 'The City'. The quality of movement was very good and pupils moved sensitively to the well-chosen music. They created their own imaginative scenes and worked on these in small groups and improved their performance. Pupils have well-developed skills in evaluating their own performance, and giving positive criticism to others. The quality of movement in gymnastics and dance is improved by all pupils working with bare feet.
121. In Key Stage 1 pupils develop appropriate skills in controlling balls and bean bags, can play games in small groups, and are encouraged to invent their own games. They can pass and control balls appropriately for their age. In Key Stage 2, pupils display good skills in passing, marking, and dodging, and have a good understanding of the rules of netball and football. They play a wide range of games, including mini-rugby, rounders, and cricket. Pupils' games skills are enhanced greatly by the excellent lunchtime arrangements. Each lunchtime, midday supervisors organise games, and make small apparatus available for pupils to practise their skills. The supervisors take a very active part in the activities, and provide an additional half an hour of physical education each day. The school takes part in competitive games against other schools with success. There is a good programme of extra-curricular activities for pupils in Key Stage 2, and these are well attended. Pupils in Year 6 have the opportunity to take part in an outdoor pursuits residential visit during the summer half term.

122. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers prepare their lessons well to ensure that there is a warm up and cool down period, and a clearly identified focus. Control and management is good other than when a whistle is used unnecessarily in a hall session in Key Stage 1. In the best lessons, teachers ensure that pupils are active throughout the lessons, are able to practise their skills and then use them in varied situations. Teachers demonstrate what is expected clearly, and use pupils to give further examples of what is looked for. Teachers are all changed into appropriate dress, and insist that all pupils are changed and safe to take part in the activities.
123. Pupils have good attitudes, they want to take part, and they enjoy their activities. They are competitive, but also show very good co-operative skills. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. They make particularly good progress in dance. Pupils with special educational needs, including those with physical difficulties are very well involved in lessons. They respond well to the individual physiotherapy given to them, and work in group sessions with others. This has a very positive effect on their own development and in the understanding of others.
124. The curriculum provides a broad range of activities, which meets the needs and interests of the pupils. The curriculum co-ordinator is planning to develop new guidelines, and adapt national suggestions to the particular needs of the school. No formal assessment is carried out, but teachers have an appropriate knowledge of their pupils' physical development. An excellent policy for personal and health education is used alongside the physical education programme to very good effect. Pupils learn about the effect of diet and exercise on their own bodies, and are taught the principles of healthy living.
125. There are excellent facilities, both indoor and outdoor, and excellent resources for learning. These are used well, and have a positive effect on standards.

RELIGIOUS EDUCATION

126. Standards are broadly in line with those expected in the Surrey Agreed Syllabus at the end of Key Stage 1 and Key Stage 2. Standards have been maintained since the last inspection. Pupils in Key Stage 1 develop their knowledge and understanding through stories, artefacts and resources. They take part in a range of celebrations from differing faith communities including the Chinese New Year, Christian festivals, such as Christmas and Easter, and those from Hinduism, such as Divali. Pupils can identify characters and people from some of the stories they have heard. Pupils in Key Stage 1 visit local churches, and learn about the stories that Jesus told. They have the opportunity to reflect on aspects of their learning, and to think about the meaning of the parables.
127. Pupils in Key Stage 2 develop their knowledge through listening to stories, through direct teaching, visits to churches, and by talking to people from other cultures and faith communities. Pupils reflect on their experiences, and their writing shows evidence that they are beginning to appreciate the differences between religions. They are developing good understanding of Christianity and other religions such as Hinduism, and Judaism. They identify some similarities as they talk to a Hindu visitor in Year 6, and they show that they appreciate the need for tolerance and empathy as they discuss similarities and differences, and give reasons for the importance of knowledge of differing practices.

128. The quality of teaching in religious education is good. Teachers ensure that their lessons are clearly planned and they use a wide range of interesting resources to maintain the interest of the pupils. They use good direct teaching methods to impart knowledge and understanding. This fosters enquiry and well-focused discussions. For example in Year 3, the pupils were learning about the origins and meaning of Shrove Tuesday. The teacher used illustrations very well, gave some direct teaching about the meaning of Shrove Tuesday, and involved the pupils in relating experiences of denial. The range of teaching strategies used ensured that the pupils made good progress in their knowledge and understanding during the lesson. In Year 2 the pupils were learning about the parable of the sower, and the teacher developed clear links with aspects of their daily life enabling the pupils to offer suggestions about the kind of ground they would like to be. Pupils clearly understood the meaning within the parable. In Year 6, the very good lesson involving a Hindu visitor enabled pupils to learn about life in a Hindu temple. They showed very high levels of interest as they listened and experienced aspects of the Hindu faith. The very good questioning of the teacher enabled the pupils to make clear links with other faiths, and to express their own feelings about the importance of mutual understanding in current society. The teacher showed good levels of understanding about the subject and this helped pupils to learn effectively.
129. The leadership of religious education in the school is satisfactory. The co-ordinator has a real interest and enthusiasm for the subject. An appropriate scheme of work has been adopted, and external support has been sought. The co-ordinator has organised and developed some good resources, and offers support and guidance to staff. However too little monitoring of teaching or of standards has taken place, and there are no assessment procedures for the subject.