

INSPECTION REPORT

NEW MONUMENT PRIMARY SCHOOL

Woking, Surrey

LEA area: Surrey

Unique reference number: 125083

Headteacher: Mrs E Connor

Reporting inspector: Mr Brian Rowe
1695

Dates of inspection: 3rd – 7th July, 2000

Inspection number: 198938

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:	3 to 11
Gender of pupils:	Mixed
School address:	Alpha Road Woking Surrey
Postcode:	GU22 8HA
Telephone number:	01483 769302
Fax number:	01483 715664
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr R G Harlow
Date of previous inspection:	28 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Rowe	Registered inspector	Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Lynne Thorogood	Team inspector	English Information and communication technology Art	
Peter Thrussell	Team inspector	Mathematics Design and technology Music	Staffing, accommodation and resources
Beryl Buteux	Team inspector	Religious education Geography English as an additional language	Pupils' spiritual, moral, social and cultural development
David Pink	Team inspector	History Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Mike Duggan	Team inspector	Science Under-fives	

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent BR1 3JH
Tel: 020 8289 1923/4/5

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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

New Monument is a primary school, with a nursery, situated in Woking, Surrey. The school caters for pupils in the age range 3 – 11. The school is situated near the oldest mosque in the country and approximately 90 per cent of pupils are from Moslem families. Many pupils come from families who earn low incomes or are unemployed. The area is one of high social deprivation. There are 268 pupils on roll (142 boys/126 girls). Each year about one-third of the pupils leave or join the school during the academic year. Significantly, each year many pupils return to Pakistan for extended periods. The percentage of pupils from ethnic minority groups is very high compared to national averages and nearly half of the pupils are at early stages of speaking English as a first language. The proportion of pupils receiving free school meals (25 per cent) is much higher than the national average.

An analysis of pupils' attainment on entry from reviewing their previous Key Stage 1 national test scores and other standardised tests taken at school indicates that levels of attainment are very low compared to the national average. There are 115 (38 per cent) pupils on the special educational needs (SEN) register, much higher than average, and 6 of them have statements for special educational need.

HOW GOOD THE SCHOOL IS

New Monument Primary School is a good and effective school. It achieves academic standards that are as good as they should be in relation to the pupils' prior attainment on entry to the school, and, in the core subjects of English, mathematics and science, they are better. Pupils have positive attitudes about the school and are keen to improve their own performance. They are mostly well behaved and form positive relationships with each other and their teachers. Much of the teaching observed was satisfactory or better but a significant amount was still unsatisfactory. The quality of the teaching in most classes ensures that pupils are learning well. The school has developed a broad curriculum to meet the needs of all the pupils. The provision for nursery-aged children, and for pupils with English as an additional language and those for special educational needs, are especially effective. There is a high level of care and support for pupils, and the school has established sound procedures to monitor and support pupils' academic and personal development. The majority of parents regard the school highly. The school has made very good progress since the last inspection and is keen on finding further ways to improve. The headteacher, well supported by the senior management team, provides very effective management and leadership. The school is aware of its strengths and weaknesses and has innovative long-term plans to maintain the improvements. The school is cost-effective and provides good value for money.

What the school does well
<ul style="list-style-type: none">• Improving standards of English, mathematics and science so that they are broadly in line with the national average by the time pupils leave;• Very effective leadership by the headteacher has ensured rapid progress in school and a shared commitment to improvement by staff;• Ensures that pupils for whom English is an additional language make very good progress;• Provides good support for pupils with special educational needs;• Promotes pupils' personal development and positive relationships;• Provides a high level of care and a safe environment for the pupils.

What could be improved
<ul style="list-style-type: none">• A consistency to the quality of teaching;• The role of the governing body;• Curriculum organisation;• Developing the use of information and communication technology;• Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous OFSTED inspection took place in October 1996. The school has made very good improvements since that inspection.

The key issues identified in the previous report have been addressed appropriately, together with other important aspects of school development. These other aspects include improving the levels of attainment in English, mathematics and science, the effectiveness of management, the provision for pupils with English as an additional language and special educational needs. The headteacher has also established procedures to set long-term targets, delegated responsibility to key senior staff, improved the behaviour of pupils and the general ethos of the school. There are also improved links and relationships with parents and the local community.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	E	E	E*	N/A	Very high A* Well above A average above B average Average C Below average D Well below E average E* Very low
Mathematics	B	E*	E*	N/A	
Science	D	E*	E	N/A	

Given the nature of the intake of pupils at New Monument School it is not justified or fair to make comparisons with other schools based on the proportion receiving free school meals. Compared to national results, in the 1999 Key Stage 2 tests, attainment in English and mathematics were in the lowest five per cent of all schools. Attainment in science was well below the national average. During the years from 1996 to 1999, the school's results did not keep pace with rising national trends. Scores from the recent Year 2000 tests indicate a monumental improvement in the attainment for English, mathematics and science. These results indicate attainment will probably be close to the national averages. The quality of work seen in lessons and from an analysis of pupils' work confirms these improvements, however, the standard in class was not as high as that indicated by these most recent test scores. Throughout the school, the pupils are developing their competency in literacy and numeracy well. This is especially so for the pupils with English as an additional language. The levels of attainment in Year 2, from the results of standardised tests and the work in pupils' books are close to national averages in reading and writing but slightly below average in science. There was no significant difference between the attainment of boys and girls in either key stage. Pupils with special educational needs make good progress in relation to their ability. Compared to their attainment on entry to the school, the pupils achieve very well, surpassing the targets that the school has set itself.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and approach lessons enthusiastically.
Behaviour, in and out of classrooms	Good. Behaviour has a beneficial effect upon their learning and upon the school community as a whole
Personal development and relationships	Very good overall. Pupils from the many cultural backgrounds represented in the school, work and play together in harmony.

Attendance	Poor. Whilst for many pupils levels of attendance are satisfactory there are a high number of pupils who take holidays in term time, for many these are often extensive, sometimes for several months
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TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5 – 7 years	Aged 7- 11 years
Lessons seen overall	Good	Unsatisfactory	Satisfactory

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.

Whilst the quality of teaching is unsatisfactory overall, during the inspection it was satisfactory or better in 88 per cent of lessons, and good or better in 44 per cent of them. In eight per cent of lessons, teaching was very good or excellent. The quality of teaching in the nursery and reception classes was consistently satisfactory and often good. In Key Stages 1 and 2 teaching varied considerably between year groups and individual classes. The profile of teaching was much stronger in Key Stage 2 where over 90 per cent of the teaching was satisfactory, of which over half was good. In Key Stage 1 only 82 per cent of the teaching was satisfactory and this represents a significant weakness. Throughout the school, literacy, numeracy and science are taught well, and the quality of teaching in the other subjects seen was sound, with the exception of information and communication technology which was unsatisfactory. There was significant variation in the quality of teaching in different year groups, but in Year 3, teaching was consistently good and much was very good. Teachers plan well to meet the needs of pupils. The teaching and support for pupils with English as an additional language and special educational needs is very good. Most pupils achieve well as they progress through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and it provides a satisfactory range of learning opportunities for pupils at each key stage. There are some weaknesses such as the provision for ICT and inconsistencies in the planning and organisation.
Provision for pupils with English as an additional subject	Very good. This aspect is a strength of the school.
Provision for pupils with special educational needs	Good. Pupils are set appropriate targets and given good support by teachers and learning assistants
Provision for pupils' personal, including spiritual, moral, social & cultural development	Good. Pupils make good progress in each element of their personal development.
How well the school cares for its pupils	Good. The school has good arrangements for the care and protection of its pupils. Links with parents, other institutions and agencies are developing well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, very well supported by other key staff, provides very effective leadership for the school. The headteacher is committed to the development of the school and raising the attainment of the pupils.
How well the governors fulfil their responsibilities	The school has benefited from the outstanding commitment of the retiring chair of governors. Governors collaborate with the headteacher in planning the strategic management of the school's resources. Currently, they are too dependent upon her and the senior staff for shaping the direction of the school and reviewing the effectiveness of the policy and practice.
The school's evaluation of its performance	Satisfactory. The school's procedures are at early stages of development.
The strategic use of resources	Very good. The headteacher has been successful at winning additional funds that are used appropriately. The school applies the principles of best value in using its resources well. The school has adequate teaching and non-teaching staff and accommodation. Resources are unsatisfactory due to a shortage of information technology and mathematical equipment, and books for literacy.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school; • Good progress is made at school; • Teaching is good; • Helps pupils mature. 	<ul style="list-style-type: none"> • Homework; • Behaviour; • The school works closely with parents; • Well informed about progress;

Inspectors mostly confirm the positive views of the parents but found teaching was too inconsistent to be judged as good. The evidence gained from the inspection does not support the areas that the parents identified for improvement, as the provision for homework is satisfactory, behaviour is good overall, and the school makes considerable efforts to work closely with parents which is not always reciprocated by many of them. The school does provide regular and good quality information to parents but inspectors agree that aspects of the annual pupil progress reports could be enhanced.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment and personal development on starting school, at the age of three or four is very low for their age. Nearly 90 per cent of the pupils use English as an additional language (EAL), and many are at the early stages of language acquisition. Few pupils speak English at home. Added to this profile of under-developed English literacy skills a large proportion of pupils take extended periods of absence, to return to Pakistan, and this further reduces their opportunity to develop basic literacy and numeracy skills. A very much higher than normal proportion of the pupils in the reception classes and throughout the school are on the school's special educational needs (SEN) register. These pupils' needs have been accurately assessed by the school, and where appropriate by specialist staff. As a consequence, it is not surprising that, despite the effectiveness of the teaching they receive, their attainment by the time they reach the age of five is still well below average. Most five-year-olds in reception have poorly developed skills in all aspects of literacy and numeracy. Reception pupils' knowledge and understanding of science and technology, history and geography, physical and creative development is below average. Given the nature of the intake of pupils at New Monument School it is neither justified nor fair to make comparisons to other schools based on the proportion receiving a free school meal.

Key Stage 1

2. Compared to national results, in the 1999 Key Stage 1 tests, attainment in reading was very low and in the lowest five per cent of all schools. In writing, results were well below the national average and in mathematics they were below average. During the years from 1996 to 1999, the school's results did not keep pace with rising national trends. The 1999 teacher assessments in science for pupils in Year 2 show that the number of pupils who attained Level 2 or above was very low in comparison to national averages. Teacher assessments for reading and writing accurately identified the proportion of pupils gaining level 2 but slightly under estimated the number working at Level 3.
3. Unconfirmed scores from the recent Year 2000 tests indicate a remarkable improvement in the attainment for reading, writing and mathematics. The quality of work seen in lessons and pupils' books mostly confirms the improvements indicated by these most recent test scores. In Key Stage 1 pupils speak willingly and relevantly, although not all can structure their speech well. Whilst progress in speaking and listening is good, attainment remains below the national average. In Key Stage 1 pupils read with interest and motivation. By the end of Year 2 pupils read with enthusiasm and an understanding of the language used. During the inspection attainment in reading was close to national expectations. Pupils write willingly, but slowly and not at length. By the end of the key stage attainment is slightly below average for their age.

4. Pupils make good progress in mathematics. By the end of the key stage, most have a clear understanding of place value and they carry out simple calculations accurately, working with numbers up to a hundred and beyond. Most can tell the time accurately to the hour and half hour, and can recognise digital time display. However, the use and application of mathematics in practical tasks is under developed. By the time pupils are seven their level of attainment is broadly in line with national averages. The standards achieved in science are slightly below national expectations. The quality of work that the school was able to demonstrate in science did not fully reflect the teacher assessment results for the Year 2000. Throughout Key Stage 1, the pupils are developing their competency in literacy and numeracy well. This is especially so for the pupils with EAL. In the other subjects of the curriculum, attainment is in line with expectations with the exceptions of information and communication technology (ICT) and physical education.

Key Stage 2

5. In the 1999 test results, the attainment by pupils at the age of eleven was very low (lowest 5 per cent nationally) in English and mathematics and well below average in science. The results from 1996 – 1999 indicated that pupils attained levels that were consistently below averages and that attainment had been steadily declining compared to the rising national trend of improvement. Results also indicated that boys out-performed girls which is contrary to national trends. The unconfirmed results of the most recent Year 2000 tests indicates that attainment by the end of the key stage has improved phenomenally and is now broadly in line with national expectations in all core subjects. There are several reasons for this dramatic improvement in test results. They include the determination and commitment of the Year 6 teacher who has made high demands of all pupils in the class. Also standards have improved due to the successful introduction of the National Literacy and Numeracy strategies. The pupils have benefited from six additional hours of practice each week in English, mathematics and science. In addition the pupils were given an extra 25 per cent of time to complete the tests to compensate for their use of English as additional language.
6. Evidence from the analysis of work, talking with pupils and the observation of lessons towards the end of Key Stage 2 bears clear witness to considerable advances in learning as pupils move through the school. The older pupils in Year 6 reach average standards in their work in English, mathematics and science. Pupils' speaking and listening is developed through the good use of literacy across the subjects, although they do not always use standard English. Standards in writing are just satisfactory with some particularly good examples in Years 3 and 6, when pupils are encouraged to extend their writing and embrace a wider ranging vocabulary. Pupils are mostly enthusiastic about books. They can decipher text competently, but do not always have a full understanding of the meaning of what they read. Handwriting and presentation of work is often unsatisfactory and pupils fail to join script unless reminded.
7. Pupils extend their knowledge, understanding and skills in all aspects of mathematics. By the end of the key stage, pupils carry out written calculations accurately and have a sound knowledge and understanding of number work. The understanding of number operations continues to be emphasised and pupils' use of number is increasingly confident in all aspects of the subject as they move through the key stage. By the end of the key stage, higher attaining pupils have a good knowledge and understanding of a range of scientific facts, including the

representation of series circuits in drawings and diagrams, and balanced and unbalanced forces. Pupils make good progress in science as they progress through school. Eleven-year-olds achieve satisfactory standards in geography, history, art and religious education. Standards are below expectations in information and communication technology (ICT) and physical education (PE).

8. Throughout the school, pupils' achievement - which reflects the accomplishments of these pupils in relation to what might be expected of them - is high and sometimes very high. This is due to the commitment of the teachers, the additional tuition given to the pupils in Year 6 and the effectiveness of the support given to pupils who have English as a second language and special educational needs. Pupils achieve well in virtually all subjects and particularly well in English, mathematics, science, history and religious education. Achievement is unsatisfactory in ICT and PE.
9. Pupils with special educational needs make good progress towards the targets identified for them. Although attainment is often below or well below that expected from pupils of a similar age, the majority of pupils achieve the targets set for their work. Many pupils achieve beyond the targets, due to good teaching and the effective contribution made by learning support assistants. Higher attaining pupils make good progress in lessons.
10. The school sets appropriately challenging academic targets at each key stage. Results in the recent tests indicate that they surpassed them by a considerable margin.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to their work. They enjoy their time in school and approach lessons and activities enthusiastically. In lessons pupils respond well to challenging and stimulating questions and for the most part their answers are well considered and given with confidence. Pupils listen well to their teachers and each other and instructions are usually followed quickly and quietly. In lessons where the teachers have high expectations, pupils settle to work quickly and maintain concentration well throughout lessons and the school day. Pupils are able to work well together in pairs and alone when required. For example, in Year 4 mathematics lesson where pupils were engrossed in the making of three-dimensional shapes, all worked quietly and diligently throughout the lesson. The pupils are beginning to take responsibility for their own learning and pupils each have their own targets for improvement to follow. The high value placed upon pupils and their achievements are evident through attractive displays of work in the classrooms and corridors and in the sharing of each other's work in assemblies and lessons. Pupils with special educational needs attain and learn appropriately to their abilities. Their attitudes are good, as is their personal development. This is despite frequent long absences when pupils make family visits abroad.
12. The behaviour of all pupils is good, this has a beneficial effect on their learning and the school community as a whole. Behaviour is consistently good in assemblies, at lunchtimes and in most lessons. Pupils understand and follow the school rules well, reflecting their involvement in forming them. Praise and reward for good work and behaviour are received with pride. Pupils are proud of their school and they treat the school building and the resources they use with care and respect. There have been three exclusions in the past year. These have been accompanied by appropriate procedures.

13. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with care and respect. This is reflected in the pupils, who are polite and helpful towards each other and to adults. Pupils from the many cultural backgrounds represented in the school, work and play together in harmony. There are a small number of occasions where older boys are disrespectful towards adults. There is very little conflict in the school and any that occurs is dealt with swiftly and effectively. Pupils' personal development is good. Pupils are encouraged to act responsibly and are provided with many opportunities to carry out class duties or to serve the whole school community. Older pupils carry out their duties as prefects effectively and sensibly. Opportunities are provided for pupils to express their opinions and feelings in circle times and in lessons. Confidence and independence grow as pupils progress through the school and pupils learn to appreciate their own achievements. For example, in a Year 3 assembly, pupils discussed the meaning of achievement when considering their contribution to the annual written reports for parents. Pupils learn to respect others values and beliefs and show consideration for other lifestyles.
14. Attendance rates are below the national average and are poor. Whilst for many pupils levels of attendance are satisfactory there are a high number of pupils who take holidays in term time. For many these are often extensive, sometimes for many months. For these pupils there is a detrimental effect upon their learning and achievement. Many parents do provide the school with good information about absences especially when they relate to childhood illness. Pupils arrive at school eager to start the day and for the most part are punctual. However, lateness is common for some and the start of the first lesson is often missed. Registration is generally conducted efficiently and leads promptly into the first lesson or assembly.

HOW WELL ARE PUPILS TAUGHT?

15. Overall, the quality of teaching is unsatisfactory. During the inspection it was satisfactory or better in 88 per cent of lessons, and good or better in 44 per cent of them. In eight per cent of lessons, teaching was very good or excellent. The quality of teaching in the nursery and reception classes was consistently satisfactory and often good. In Key Stages 1 and 2 teaching varied considerably between year groups and individual classes. The profile of teaching was much stronger in Key Stage 2 where over 90 per cent of the teaching was satisfactory, of which over half was good. In Key Stage 1 only 82 per cent of the teaching was satisfactory and this represents a significant weakness. The school is aware of the weakness and has taken some measures to improve the situation. Throughout the school, English, mathematics and science are taught well, and the quality of teaching in the other subjects seen was sound, with the exception of information and communication technology (ICT) which was unsatisfactory. There was significant variation in the quality of teaching in different year groups, but in Year 3 teaching was consistently good and much was very good
16. In the nursery and reception classes, good classroom organisation and management, coupled with the establishment of consistently applied routines, ensure that pupils in these classes make a good start to their education. Teaching in these classes is good. The pupils display a positive attitude to learning and respond enthusiastically and responsibly to the tasks they are given. Many pupils arrive at school with few developed literacy or learning skills and teachers devote considerable time helping pupils to acquire these skills.

17. Teachers' subject knowledge is sound in most subjects. However, some are less confident in information and communication technology, music and physical education. Teachers have appropriate expectations of their pupils and this is especially so for teaching literacy and numeracy. Expectations are particularly high in Years 5 and 6. Teachers employ a good range of teaching strategies to achieve lesson objectives and the activities that pupils undertake are usually challenging and stimulating.
18. The teaching of the basic skills of literacy and numeracy is stronger in the early years and Key Stage 2 classes. There was some weakness of teaching basic skills in two of the Key Stage 1 classes. In the literacy and numeracy hours there is a balance of activities, including individual activity, group work, whole class exposition, and plenary sessions at the end of lessons to consolidate pupils' learning. The learning of literacy and numeracy is reinforced well during lessons in the other subjects of the curriculum, such as science, history and geography and design and technology. The school has satisfactorily developed the format of the literacy hour, with a suitable amount of time given to enable pupils to develop the skills required for writing. The National Numeracy Strategy is implemented well and, as a result, all pupils are making good progress.
19. Collaborative planning by teachers in each year is usually sound. In some years it leads to the production of high quality lesson plans with specific learning objectives. However, there is too much variation and inconsistency between teachers' planning. Group work is usually matched well to the needs of pupils of differing ability, and activities set are interesting and challenging. Lesson objectives are generally communicated clearly to all pupils in an appropriate format. In Key Stage 2, some emphasis is placed on fostering independence in learning to enable pupils to work at their own pace and to make a sustained effort to complete tasks and to work effectively in groups. Overall, apart from the highest attaining pupils in Years 5 and 6, pupils have not sufficiently developed independent and enquiry based skills. Clear programmes of study have been drawn up for pupils with English as an additional language and special educational needs. Work for these pupils is well matched to the specific needs of individuals and this helps them to make good progress in their learning.
20. In most lessons teachers manage pupils' behaviour effectively and maintain good discipline, but this is not the case in all classes. They exercise authority clearly and fairly and set tasks that hold pupils' attention well and gain their interest and enthusiasm. During a Year 3 mathematics lesson on doubling numbers, for example, the teacher made effective use of her skills to gain pupils' attention and focus their interest on the task. The school employs an adequate number of support staff and this helps to promote good discipline and behaviour. Support staff also help to ensure that the requirements of the high percentage of pupils with English as an additional language and special educational needs are met well. Good teamwork between teachers and support staff ensures the effective deployment of the adults present in lessons. In most classes, support staff are used to maximum effect and they provide very good support for pupils who, as a consequence, participate fully in all lessons. Generally, time and resources are managed well. The school is aware that inadequate use is made of information and communication technology equipment, and in classrooms, computers often lack the necessary software to support pupils' learning in other subjects.
21. The quality and use of ongoing assessment is unsatisfactory overall, but there are examples of good practice, especially in Key Stage 2. Children under five years of

age are accurately assessed on entry to the school to determine their level of development and the prior skills they have acquired. Very good use is made of the results to guide the planning of work for them. Throughout the school, pupils' achievement is assessed against set learning objectives. The information obtained is used to set language learning objectives for individual pupils and to assist in planning lessons. Good use is made of assessment data to set targets in individual educational plans for pupils with English as an additional language and special educational needs in classes.

22. The use of homework to support pupils' learning is satisfactory. Pupils take reading books home on a regular basis. Homework supports literacy development and learning in some foundation subjects, notably history and geography.
23. The quality of pupils' learning in most classes is sound as a direct consequence of the quality of teaching. Pupils' acquisition of skills, knowledge, and understanding is often good. From when they first enter the school, pupils begin to respond well to the opportunities given to them to play and form relationships during group activities. During lessons the intellectual, physical and creative effort that pupils make is good, and by the time they leave school, many can work well on their own and during collaborative activities. All but the higher attaining pupils find it difficult to sustain concentration and interest without close support from either the teacher or learning support assistant. Most listen attentively to each other and to their teachers, contribute to class discussions, and readily help one another. The majority of pupils complete the tasks set for them. However, noise levels in some classes are too intrusive of the teaching and learning.
24. The teaching of pupils with special educational needs is good. Occasionally it is excellent. Where the teaching is excellent the abilities of the pupils are well matched to the learning tasks; the pace and challenge to the learning is very good, and the friendly, supportive manner of the teacher ensures that pupils are supported and enjoy their learning. Teachers and learning assistants and other support staff know their pupils well and this has a major impact on the learning of pupils. There is good development of language skills and well-trained learning assistants support pupils in their learning. The different requirements of pupils with special needs and those learning English as an additional language are known and the teaching is adjusted accordingly. Very good procedures ensure that assessments are used well to inform the learning of pupils.

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

25. The curriculum is broad and balanced and it provides a satisfactory range of learning opportunities for pupils at each key stage. However, there are some weaknesses due to the inconsistency of planning and the lack of opportunities for more creative deployment of teachers. The curricular provision for pupils with English as an additional language is very good and good for those pupils with special educational needs. The provision for pupils under five in both the nursery and reception is good and well matched to the desirable learning outcomes and National Curriculum requirements. Whilst there is some provision for information and communication technology (ICT), the overall provision is unsatisfactory and this restricts the opportunities for extending pupils' learning. The organisation and arrangements of the non-core curriculum, in Key Stage 2, restricts the learning opportunities for pupils. Apart from the weakness in ICT the school meets the requirements of the

National Curriculum. There is a sound provision for pupils' personal and social education, including health and sex education. Religious education is provided according to the recommendations of the locally agreed syllabus. There have been sound improvements in coverage and planning of the National Curriculum subjects since the previous inspection.

26. The quality of the curricular provision for English and mathematics is satisfactory. The provision is in distinct allocations of time, with clear learning objectives and expected outcomes. The quality of the organisation of the teaching of literacy and numeracy is good. However, the non-core curriculum, including personal, social and health education, is taught in a cycle of topics. Each cycle covers two years of the curriculum in both key stages. This arrangement is complicated and not monitored effectively and leads to inconsistent provision across teaching groups and for pupils of different age groups. This arrangement, especially in Key Stage 2, has an adverse effect on the ability of teachers to plan effectively and consistently for development in pupils' learning. Time is also lost when assemblies over-run and the timing of individual lessons is changed at short notice. This also disrupts pupils' learning.
27. The school meets the learning requirements of pupils set out in their statements of special educational needs and individual education plans. The school has a very high proportion of pupils with special needs or with English as an additional language (EAL) and the needs of both of these groups of pupils are well met. There is good provision for pupils' language development.
28. The National Literacy Strategy is implemented well by the school and good development of language skills pervades all subjects of the curriculum. The emphasis on language teaching for pupils with EAL ensures that speaking and listening skills are developed at every opportunity. In history pupils extend their literacy work on Egyptian archaeology from the use of large texts to noting information from a video recording. They use this information to produce extended pieces of writing. In mathematics, technical terms are stressed so that pupils become familiar with these specific words and ideas. The National Numeracy Strategy is also well implemented. There are good opportunities for pupils to extend their mathematical skills in the use of timelines in history. Pupils are also expected to explore mathematical ideas through the work of modern artists.
29. A satisfactory range of extra-curricular activities enhances the curriculum. Pupils have the opportunity to play football and netball against teams from other schools. There is also an arts club and musical activities.
30. The school provides good access to all aspects of school life for all pupils. Social inclusion is an important feature of the school and it makes good efforts to ensure equality of opportunity. There is a guiding policy on equal opportunities, which is well monitored. Data from tests is analysed and teachers are aware on a day-to-day basis of potential areas of inequality. The school has a range of strategies for tackling inequality. These include the arrangement for grouping pupils and identifying pupils with learning difficulties. Pupils with special educational needs are fully included in all activities as are pupils who return to school after extended absences.

31. The school maintains good links with the local community. The school takes every opportunity to involve its parents in the educational of their children. Effective use is made of translation services and contacts within the local community to foster links with parents. The school is used as a base for community activities such as a parents language group. There are regular visits from local religious groups and from visiting artists to develop pupils' learning. The school has effective links with a school with a similar intake in another part of the country and this link has contributed to raising standards of pupils' learning within the school. The school has an arrangement with a local computer company to help with pupils' reading and local engineers assist with pupils' projects in design and technology.
32. The school maintains good contact with local partner schools. This contact has had an impact on training and supporting teachers in their professional development and easing the transfer of pupils to secondary school. Regular contact is maintained by the special needs co-ordinator to ensure the smooth transition to secondary schools for pupils with special educational needs.

Spiritual, moral, social and cultural development

33. Good provision is made for the development of pupils' spiritual and moral awareness through the integration of circle time, base assemblies and whole school assemblies with the teaching of the Muslim faith in the Mosque. New Monument School was granted a "determination" for collective worship by Surrey Advisory Committee for Religious Education (SACRE) in 1989, extended to the Year 2000. The assemblies are multi-denominational. Pupils join together for thanksgiving, reflection on moral issues and discussions on tolerance and respect for others. The major religious festivals such as Eid, Divali, Easter, are represented in whole school assemblies. Similarities and differences between the faiths of Islam, Judaism and Christianity are sensitively celebrated. This fusion of the faiths enriches the pupils' understanding of our changing world and the people within it. A good example was the whole school assembly focused on 'Change'. Pupils enjoyed the fun of seeing each other change outwardly by dressing up in funny clothes. This led pupils to more serious thinking about the changes that take place in their lives and how to change for the better. The younger children celebrate physical changes with delight and wonder particularly when the nursery tadpoles turn into frogs but retain their long waggly tails. The pupils appreciate the spiritual and moral guidance given through the telling of the great religious stories of the Quaran, the Torah and the Bible.
34. Good social attitudes are developed through a positive reward system for good behaviour, which is celebrated at the whole school assembly. Each class devises its own code of conduct, and pupils recognise the difference between right and wrong behaviour. The head teacher and her caring staff provide excellent role models for courteous and considerate behaviour.
35. Good provision is made for cultural development. Approximately ninety per cent of the pupils are from ethnic minorities, which gives them a major advantage in understanding the multi-cultural society in which we live. The pupils have a strong cultural tradition behind them on which to base their studies. Teachers draw on this rich resource, encouraging pupils to use the inspiration of their past to create the silk screen prints of mosques and burial places, the stained glass window and the water lillies that decorate the main hall.

36. The skilful integration of pupils for whom English is an additional language, teaching religious education and of Islam combine to provide an enrichment of learning which gives good support to pupils' spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has good arrangements for the care and protection of its pupils. The sensitivity and support offered to all pupils is a feature of this school and one of its strengths. Pupils are all well known and well supported by the very good relationships that exist throughout the school. Pupils with special educational needs and those with English as an additional language are well provided for and supported effectively. Teachers and specialist assistants have a considerable impact upon the learning and confidence of these pupils. Health and safety procedures are good and benefit from regular site inspections and prompt action when concerns arise. The arrangements for child protection are good. There is an appropriate policy that provides very useful guidance for staff, ensuring there is a high level of awareness.
38. There are good procedures for monitoring and supporting pupils' personal development. They have a positive effect upon pupils' learning and their self-esteem. Personal progress is monitored through individual records that also include academic information and attendance details. Pupils are involved in evaluating their work and setting targets for their own academic and personal improvement. These are recorded in the pupils' own personal target booklets.
39. The procedures for collecting assessment information on pupils are good. Children's attainment is assessed when they enter the nursery and reception classes. The school uses non-statutory tests in English, mathematics and science in Years 3, 4, 5 to measure pupils' attainment and progress. Assessment of pupils' attainment in non-core subjects against National Curriculum criteria is less secure. The senior managers in the school use the information from the core subjects to track pupils and to support teachers in setting individual learning targets for pupils. Assessments of pupils with special educational needs and English as an additional language are very good. These accurate and informative assessments contribute much to the learning of pupils in those categories. There is a good procedure for monitoring pupils' personal and social development. Marking is consistent and intended for encouragement, which is appropriate given the emphasis the teachers place on the oral development of language.
40. The use of assessment information to improve the learning of pupils is satisfactory, although there are some aspects that need improving, especially in the foundation subjects. The school meets its requirement to test the pupils by the age of seven and eleven and identifies changes in pupils' attainment over time. The attainment of boys and girls is monitored. This information leads to changes in the teaching and learning strategies of those groups of pupils. Good use is made of information in literacy and numeracy classes to identify pupils for booster classes and for those in need of special provision. The use of assessment provision for under-fives is good. The identification and assessment of pupils with special educational needs and English as an additional language are very good. This contributes greatly to the successful learning of pupils with this provision. However, the use of assessment to enable pupils to build upon their literacy and numeracy skills across the curriculum is under-developed. Assessment is not used effectively in non-core subjects to set standards and provide appropriate levels of learning for all pupils. Information from assessments is not used effectively to target pupils' learning across all lessons. The

procedures for monitoring pupils' personal and social progress are not used consistently across all classes.

41. The procedures for monitoring and promoting good behaviour are good. There is an effective system of rewards and sanctions and clear rules that are well understood by all. The teachers are generally consistent in their use of praise and reward. Good behaviour is given a high profile in the school and benefits from half-termly themes that involve the pupils closely, for example in producing posters to display around the school. Special assemblies celebrate good work and behaviour. Should any unacceptable behaviour occur it is dealt with quietly and effectively. The very good provision for the personal development of the pupils provides good support to this area.
42. The procedures for monitoring and improving attendance are good. The school works very hard to encourage improved attendance rates. The school and governing body have reviewed their policy and now do not authorise the majority of holidays taken in term time. Whilst this will initially raise the level of unauthorised absence considerably, it is hoped that in time this policy will prove effective in encouraging parents to take their holidays to coincide with existing school holidays. Parents are provided with clear information about the taking of holidays in term time and the serious effects of avoidable absence. At present the school brochure and governors' annual report make insufficient reference to this.
43. Pupils with special educational needs are well cared for by the school. There are very good assessment arrangements for identifying pupils who may need to be on the register of special educational needs. The school, in planning its provision, is very well aware of the distinction between special educational needs and English as an additional language. This enables suitable teaching to be focused on individual needs. Pupils are well integrated into the school through the nursery where they receive a good start to their learning lives. Assessments are regularly made to check on pupils' progress in their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The majority of parents view the school positively. Parents are appreciative of the education provided for their children. They are especially pleased with the happiness of their children at school and with the nursery provision. Some parents have expressed concern about the amount of homework provided, the information about how their child is getting on and the way that the school works with parents. The inspectors found there is a suitable provision for homework with clear information recorded in home / school diaries. The school makes considerable efforts to involve parents in their children's learning and the life of the school. Parents do have opportunities to discuss their children's progress but annual written reports lack sufficient detail and are inconsistent in their content.
45. The effectiveness of the school's links with parents is good. Parents are provided with many opportunities to take part in the life of the school and to gain insight into their children's work. For example, they attend open days, celebration events and performances. There are opportunities to take part in information meetings and discussions. Bilingual staff supports these if necessary. Parents of pupils in Year 3 are currently involved in learning about the teaching of numeracy and how they might help their children. Previous similar events have focused on pupils from other year groups. There is a friendly and supportive relationship between the staff and parents.

46. The impact of parents' involvement on the work of the school is satisfactory. A small number of parents are able to provide help in lessons, for example with cookery and crafts. The Parent Teacher Association holds a variety of fund raising events that are well supported by parents and friends. Funds raised provide the school with welcome additional resources.
47. The quality of the information provided for parents is good. The school brochure, newsletters and booklets are well written and keep parents well informed about the life of the school. The governors' annual report is pleasantly written and does include all that is required. Regular discussion meetings provide information about the curriculum and new initiatives. Bilingual staff are available to support all the events in school to which parents are invited. Information about pupils' work and progress is conveyed in satisfactory written reports and with regular consultation events. Written reports offer some information about the work that pupils have done but this information is generally brief. Most do not offer sufficient guidance for improvement or indicate where pupils are experiencing difficulty.
48. The contribution that most parents make to their children's learning at home and at school is satisfactory. Homework is provided in a clear and structured way. Most parents ensure homework is completed and are eager to see their children do well. Parents show they willingness to support their children's learning in the appreciation that they have for the school.
49. The school works very well in partnership with parents whose children have special educational needs. The school has good relationships with local support organisations and is encouraging parents to become involved. Parents are invited to annual reviews of individual learning plans and interpreters are available.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher, very well supported by other senior staff, provides good leadership for the school. The headteacher is purposeful and committed to the development of the school and raising the attainment of the pupils. She gives a clear direction and focuses the attention of the staff and governors on the implementation of procedures that aim to improve the school's educational provision and raise standards. Through a process of review and monitoring, the senior staff and governors are aware of the school's strengths and weaknesses. This has provided the framework for writing the school development plan the priorities of which provide a good basis for educational development in the next few years. The school has, for example, secured some additional funding through successful bids to improve the educational provision for pupils in the school. The structure of the development plan has been introduced by the headteacher and modified during the last two years and is still in the process of being improved.
51. The headteacher has also introduced procedures for monitoring and evaluating the effectiveness of teaching and curriculum provision. These procedures are at very early stages of development and still need a more defined structure for them to impact positively on the quality of teaching and learning. Although there has been some useful monitoring undertaken, the process has not been a central feature in raising standards.
52. Most staff have been delegated some degree of responsibility for different aspects of the school's work. The large senior management team carry out their duties conscientiously and extremely effectively. Together they have developed a shared

culture of success to which staff and governors are fully committed. However, the school is aware that the role of the teachers with subject leadership responsibility is insufficiently developed.

53. Very effective management of pupils with English as an additional language and special educational needs provision is provided by the co-ordinator. She liaises closely with teachers and learning support staff and holds regular meetings to discuss pupils' progress. As a result of this monitoring of individual pupils' success, most pupils make significant progress in all aspects of their learning. There is a governor for special educational needs who attends in-school review meetings and he makes a valued contribution to the provision for these pupils.
54. Overall, the effectiveness of the governing body in fulfilling its responsibilities is satisfactory. Governors collaborate with the headteacher in planning the strategic management of the school's resources. Currently, the governors are too dependent up on the senior staff for shaping the direction of the school and reviewing the effectiveness of the policy and practice. The school applies the principles of best value in using its resources very well. It has used these principles, for example, when deciding on the services it will purchase from the local authority and those it will place with outside contractors.
55. The school has suffered from a reduction in its annual budget as pupil numbers have fluctuated in recent years. Despite the decline in budget, the school has continued to provide an adequate level of staffing and not set a deficit budget. Through good financial control and prudent budget management the school still achieved a small surplus by the end of the last financial year. Resources and funding are used very effectively.
56. Governors are fully committed to school improvement and some attend training courses to help them to understand the educational standards achieved, which they are increasingly concerned to do. A few governors frequently meet with key staff, such as those with responsibility for special educational needs, in order to inform themselves about the work of the school. The current chair of governors is about to resign his post after giving many years of dedicated service to the school. His determined and highly valued leadership of the governing body will be dearly missed by those associated with the school. Currently he also holds three of the key governing body management posts, (chair of finance, governor for SEN and for numeracy). The school is aware that this does not give the governing body a sufficiently independent view of the work in the school. Plans are in place to deploy this responsibility to more governors.
57. The governors have set targets for improvement in the performance of the headteacher and the deputy headteacher. The senior staff have also set targets for improvement in the standards that pupils attain. As more reliable information on pupils' attainment on entry to school is collected, this should inform and improve the school's procedures for the target setting process. The school successfully achieves the aspirations articulated in its statement of aims.
58. Special Educational needs is very well led within the school. The well-qualified co-ordinator provides support both for pupils in their learning and for teachers in planning an appropriate curriculum. Identification and on-going assessments are well managed. The co-ordinator is aware of the differences in assessing pupils as

special educational needs and separately from English as an additional language. The school has played an important part in setting up an initiative between local agencies to identify and monitor the provision for pupils. The school has secured specific grants for a range of initiatives and these, together with grants for SEN, are used very effectively.

59. There is a sufficient number of qualified teachers and support staff to meet the needs of the curriculum. Teachers have taken part in a wide range of in-service training to meet both their own professional needs and the needs of the school. All have undertaken literacy and numeracy training, and learning support assistants have had training for their work supporting pupils with special educational needs and English as an additional language. A new information and communication technology suite is to be set up ready for the next term, and further training in ICT has been booked so that staff can make full use of these facilities in their teaching.
60. The school has good systems for appraisal and performance management. All staff have development interviews following which key tasks are set for class teachers and co-ordinators. Individual professional development is discussed and sufficient opportunities are provided for in-service training to support individual development. A focus is agreed for future development and a review date set.
61. There are satisfactory procedures for the induction of new staff to the school through meeting with the head teacher and year base meetings. A useful staff handbook is provided. A senior teacher has responsibility for mentoring newly qualified teachers, who receive a high level of support during their first year of teaching. There is no school policy in place and staff rely on local authority guidance to support this process. Currently no formal partnership links exist with teacher training institutions, although the school does take students in training.
62. The school accommodation is satisfactory; there are large extensive outside play areas including secure provision for nursery and reception children, an area with picnic tables and a wooded area. However, classroom areas, although adequate in size, are not always conveniently shaped and sufficiently soundproofed, some having only curtains between them and adjoining rooms. There is an attractive library area, a large hall and a room for small teaching groups. Adequate storage is provided for equipment and resources. The school is very well cleaned and maintained by the site manager and other ancillary staff, who take a real pride in their work. Much of the recent interior decoration has been carried out by staff at the school in their own time at week ends.
63. Overall, learning resources are unsatisfactory. Although plans are afoot for a computer suite, the current use of computers and lack of relevant software make provision for information and communication technology unsatisfactory. The school makes some use of new technology for management and administration but resources are limited and further development needed. In the nursery, many of the resources are old and worn and need to be replaced. The school does not have sufficient big books to support the literacy hour and is short of dual language texts for pupils with English as an additional language. In mathematics, new resources are of good quality, but they are insufficient at times when whole year groups are covering particular topics, such as weighing, at the same time.
64. Since the last inspection the school has achieved several significant improvements. These include improving: the levels of attainment in literacy and numeracy; the effectiveness of management; link with parents and the local community and the

provision for pupils with English as an additional language and special educational needs. Progress has been very good. Given the low level of attainment of pupils on entry, the high proportion with EAL and SEN, the significant improvements made since the last inspection and standards achieved by the time they leave, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standards of education provided, the governors, headteacher and staff, as appropriate, should:

- 1 *Improve the overall quality of teaching by:**
 - Regularly and rigorously monitoring the quality of teaching and its impact on pupils' learning;*
 - Disseminating the results of the monitoring to support teachers' development through sharing good practice and eliminating weaknesses;*
 - Ensuring that the agreed whole-school planning systems and assessment procedures are followed by all staff to ensure greater consistency of practice;
 - Providing training to improve pupil behaviour management as necessary;
 - Providing further training for ICT, music and physical education* (paragraphs 23, 24, 56, 101, 110, 117, 144, 148, 153, 154)

- 2 *Strengthen the role and composition of the governing body by:**
 - Taking a more active role in determining the educational direction of the school;
 - Undertaking independent reviews of the school's work;
 - Delegating key committee responsibilities to more members of the governing body.
(paragraphs 59, 61)

- 3 *Improve the organisation of the curriculum by:**
 - Regularly and rigorously monitoring the implementation of the curriculum and assessment systems to ensure that all school policies are consistently applied;*
 - Ensuring greater cohesiveness through school determined time-tabling of subjects and learning opportunities;
 - Blocking teaching time to give opportunities for more creative deployment of staff and flexible grouping of pupils;
 - Clarifying and strengthening the role of key stage and subject co-ordinators*
(paragraphs 30, 56, 57)

- 4 *Develop the use of ICT to support subjects in the curriculum by:**
 - Strengthening the role of the ICT co-ordinator;*
 - Improving and increasing the amount of resources*
 - Providing more training support for all staff;*
 - Developing the time-tabled use of the computer room;
 - Ensuring all subject schemes of work sufficiently incorporate ICT skills.
(paragraphs 24, 29, 64, 68, 144, 145)

- 5 *Improve attendance by:**
 - Persevering with the initiatives already started by the school.*
(paragraphs 14, 46)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Governors may also wish to consider including the following less important issues in their action plan.

- Developing systems to moderate teacher assessments. (paragraphs 44, 91, 103)
- Increasing the amount of resources for literacy and numeracy (paragraphs 68, 101, 109)
- Improving the format and quality of the annual reports to parents. (paragraph 48)
- Increasing human resources to support pupils with English as an additional language.* (paragraphs 73, 80)

These issues have already been identified by the school as areas for future development.

OTHER SPECIFIED FEATURES

English as an additional language. (EAL)

65. The educational provision for pupils with English as an additional language (EAL) is a major strength of the school. Nearly ninety per cent of the pupils are from ethnic minorities and many children enter school with extremely limited English language skills. There is very good provision for all pupils who speak in their mother tongue at home and have English as an additional language (EAL), through the class teachers, learning support assistants and the language support teachers, most of whom speak three or more languages. This support team is led by the special educational needs co-ordinator (SENCO) who distinguishes clearly between those pupils that lack competence in English and those who have learning difficulties for other reasons. However, a significant proportion of EAL pupils have been tested and designated as having needs for special learning support as well as for language support to enable them to access all the National Curriculum subjects. There are four language interpreters all speaking fluent Urdu and Punjabi. All speak English well and they provide excellent role models for their pupils. All the learning support assistants have attended a recognised course of training on second language acquisition. This includes training on the best ways to help pupils towards equal access to the National Curriculum. Several of the class teachers have certificates in professional practice for the teaching of English as a second language.
66. The EAL co-ordinator is well qualified. All the teachers are strongly committed to providing enhanced opportunities for EAL pupils to develop the skills of speaking and listening as well as those of reading and writing. This school is unsurpassed in the efforts of all the staff (teaching, administrative, domestic) to help the EAL pupils to feel welcomed, valued and secure. The success of their strategies is evident in the confident manner and smiling faces of the pupils in all year groups.
67. Although the funding for language support staff has been cut back drastically since the previous inspection, the headteacher's skilful deployment of staff ensures that there is language support for pupils in all year groups
68. The effects of this language support is proven by the rapidly rising standards of pupils' performance in English and mathematics. Language support teachers and the learning support assistants work closely with the class teachers to ensure that relevant and appropriate strategies for learning are employed in the teaching of EAL

pupils. The effects of this teaching on the progress made by pupils is assessed carefully by the EAL co-ordinator and her team. A profile is kept of each child, documenting the progress made and setting targets for further language learning improvement. A good example of the effect of this tracking of progress was seen in a Year 5 mathematics lesson, when one boy explained precisely how to solve an intricate problem. The same boy was heard later in an English lesson arguing fluently the case for and against fox hunting. This is a subject that he could not be expected to know much about since he arrived at school three years ago with no spoken English. The EAL team has worked with him providing books, video recordings and tapes so that the boy can now study every subject in the curriculum confident of success.

69. Further testimony to the success of the planned strategies for teaching EAL is the progress made by pupils at all stages of English language learning. Fifty-seven per cent of these pupils are early learners at Stage 1 or Stage 2 of the learning process. The principle of interpreters speaking to these early learners in their mother tongue is used wisely because confidence in speaking their mother tongue gives pupils better opportunities to acquire fluent English. Small groups of early stage learners are withdrawn from classes for special tuition when the planned lesson will not be accessible for them because of the complexity of the language that is to be used. Early stage learners respond well to these small group sessions making very good progress. One-to-one teaching for accelerated learning for absolute beginners has a high rate of success. One seven-year-old Portuguese boy who had been in this country for only a few weeks, was well motivated to speak to his teacher about the story of "The Hungry Caterpillar", which they were reading together.
70. More advanced learners benefit from the 'Booster Clubs' organised in school time to improve the performance of Year 6 pupils in the English, mathematics and science tests at the end of Key Stage 2. The higher standards achieved by the pupils reflect the success of this strategy. Observation of pupils' performance in the classroom and scrutiny of their written work indicates that higher attaining pupils express themselves coherently and write concisely. There is room for improvement in the performance of the average attaining pupils. Pupils with special educational needs are making very good progress in relation to their prior attainment, which reflects the benefit of the special learning support they receive.
71. English language teaching is integrated with subject teaching in all curriculum areas. A fine example of integrated learning was seen in a Year 2 lesson about Moses and the Ten Commandments. The class teacher told the Bible story of Moses so that the pupils understood the spiritual implications and moral purpose of the four most important commandments. Pupils were also shown a scroll from the Torah with the story in Hebrew. The language support assistant then took the lead presenting the Quaran and explaining that the four main commandments are exactly as in the Bible. The seven-year-olds showed a depth of understanding that was impressive because they all had their teachings from the Mosque upon which to build. One small boy spoke the words of the Kalmah in Arabic, "There is one God and Mohammed is his prophet". Spontaneously the pupils replied in unison, "Go in Peace wherever you go". This perfect understanding of the unity of moral purpose is a tribute to the enriched learning resulting directly from the EAL teaching.
72. Many other examples of good learning were recorded by inspectors throughout the week especially in the provision of lists of technical vocabulary relevant to the different subjects that are displayed in every classroom. In the nursery, all objects, pictures and wall displays are labelled in English, Urdu and mother tongue. In

reception, stories are read in Punjabi with some elements of English introduced to extend the children's vocabulary. Pupils join in the refrain of the story, speaking in English after the teacher, which develops communication skills. In Year 1 the story of the 'Bad Tempered Lady Bird' was read first in English, then told in Punjabi. This was an effective strategy for shared understanding of text. The pupils enjoyed speaking the key sentence said by the ladybird, "Hey You! Do you want to fight?"

73. In a Year 2 mathematics lesson the language support teacher explained the meanings of the words concerned with patterns in number. In a Year 3 science class concerned with building organisms, all the main parts of a flower were labelled in English and in Urdu. Pupils were able to develop the scientific skills of labelling and recording and also to extend their English language vocabulary.
74. The headteacher gives strong support in time and resources for the EAL co-ordinator and her team to provide good language learning opportunities for EAL pupils. The school is associated closely with Surrey English Language Support Services (SELSS), who loan dual language tapes, texts, video recordings and artefacts for use in lessons. The school has built up a good resource bank of beginners' learning packs, bi-lingual dictionaries and reading schemes. The only limit to pupils' enhanced learning is funding, which has been eroded over the past three years as grants for staffing have been reduced. In the face of these difficulties the commitment of the school to providing high quality language teaching for its EAL pupils is an outstanding achievement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

84

Number of discussions with staff, governors, other adults and pupils

45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	30	37	7	3	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	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	305
Number of full-time pupils eligible for free school meals	75

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	251

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	105
Pupils who left the school other than at the usual time of leaving	80

Attendance

Authorised absence

	%
School data	9.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	12
	Girls	10	13	15
	Total	16	21	27
Percentage of pupils at NC level 2 or above	School	50 (65)	66 (81)	84 (75)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	11	9
	Girls	11	15	11
	Total	17	26	20
Percentage of pupils at NC level 2 or above	School	53 (18)	81 (68)	63 (67)
	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	17	21	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	10	14
	Girls	9	10	13
	Total	11	20	27
Percentage of pupils at NC level 4 or above	School	34 (30)	53 (3)	71 (13)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	10
	Girls	8	6	10
	Total	11	10	20
Percentage of pupils at NC level 4 or above	School	29 (33)	26 (31)	53 (20)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	173
Bangladeshi	5
Chinese	0
White	42
Any other minority ethnic group	13

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)	14.2
Number of pupils per qualified teacher	18.9
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	15.5
Total aggregate hours worked per week	278

FTE means full-time equivalent

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	2	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
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	1998-99
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	£
Total income	632,897
Total expenditure	640,765
Expenditure per pupil	2,195
Balance brought forward from previous year	42,762
Balance carried forward to next year	34,894

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	0	0
My child is making good progress in school.	54	31	10	3	3
Behaviour in the school is good.	50	32	8	8	3
My child gets the right amount of work to do at home.	58	13	16	13	0
The teaching is good.	62	26	3	5	5
I am kept well informed about how my child is getting on.	63	16	13	8	0
I would feel comfortable about approaching the school with questions or a problem.	68	16	5	8	3
The school expects my child to work hard and achieve his or her best.	47	37	3	5	8
The school works closely with parents.	62	18	15	5	0
The school is well led and managed.	62	18	8	5	8
The school is helping my child become mature and responsible.	59	26	5	8	3
The school provides an interesting range of activities outside lessons.	54	20	3	9	14

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

75. Children are admitted to the nursery department for half-day sessions in the term following their fourth birthday. In the Autumn term following their fifth birthday they transfer full-time to a reception class. The provision for children under five is good, which is similar to that which was reported in the last inspection. Children's levels of attainment on entry are varied, but very low overall. English is an additional language for nearly 90 per cent and many native speakers have limited language skills. Screening tests are carried out within the first few weeks of entering the Nursery. On entry to the reception class baseline assessment takes place. Progress is good overall and for many children it is very good. By the time they are five, higher attainers have reached all the national desirable learning outcomes, but the majority of pupils is well below average when they begin the National Curriculum programmes of study. Pupils with special educational needs are identified early and with effective support make good progress. Those for whom English is an additional language (EAL) are equally well supported and they make very good progress.
76. The school has worked hard to provide a stimulating and well-organised working environment, including secure outdoor areas. Resources are just adequate and are used well, but the nursery would benefit by replacing some older equipment so that storage would be easier. The broad and relevant curriculum follows the recommended areas of learning for children of this age and supports their intellectual, social and physical development. This prepares them well for the requirements of the National Curriculum at Key Stage 1. Regular assessments of standards and learning are undertaken, and the information gained is used to set appropriate work. The induction arrangements are good. Through home visits, positive links are established with parents, who fully support the work in the nursery and reception classes. Good exchange of information means that the reception class teacher is aware of children's achievements prior to entry. These smooth the transition arrangements and are appreciated by parents.
77. The quality of teaching in each area of learning is never less than satisfactory and is mostly good. The teacher provides sufficient opportunities for children to develop socially through play, learning routines and making choices. Very good relationships exist between the teachers, nursery nurses and learning support assistants. The work is planned well to ensure that children have opportunities to develop their language, literacy and mathematics skills through a good balance of well-organised, teacher-directed and child-centred activities. Sometimes, however, the content of lessons in the reception class is more focused on the over-fives. All members of staff have high expectations of children's behaviour and the manner in which they approach activities. The adults listen to what children have to say, and through careful questioning, often in their first language, attempt to develop their knowledge and understanding of the world. They include scientific and technological activities to stimulate curiosity and guide the children effectively with their comments and questions. They manage these young children well, making sure that they settle quickly and happily into the daily routines. Also provided are sufficient activities through which children can develop their creative talent.

78. Children's personal and social developments are given a high priority and to good effect, and learning in this area is generally very good. Children are encouraged to be independent and make choices about their activities, such as role-playing or constructing jigsaws. They know what is expected of them and behave well. Nearly all children are interested and responsive, enjoying all the activities provided for them. All members of staff act as good role models for the children, helping them to form positive relationships and to care about others. Many reach the expected outcomes by the time they are five, but some are still working towards them.
79. In language and literacy nearly all the children including those with special educational needs and those for whom English is an additional language, make good and very good progress respectively. They are provided with a wide range of activities to encourage speaking and listening, and an interest in books and the written word. Most children listen attentively and many are becoming confident speakers, use appropriate vocabulary and construct sentences soundly. This is often due to effective dialogue with the nursery nurse in the children's mother tongue. Many, especially in the nursery, are still in the early developmental stages. They know that print carries meaning and some are able to read simple words and recognise their own names. During lessons they enjoy listening to stories and sharing and handling books. Very often stories are made more meaningful through role-play, for example 'Goldilocks and the Three Bears'. Children are beginning to learn letters and sounds in a variety of purposeful activities such as matching initial sounds to a selection of picture cards. Most are aware of the purpose of writing and many write their own names, especially in the reception classes, and in the nursery the younger children attempt to form letters correctly. By the time they are five a minority has achieved the desirable learning outcomes but average attainment is well below expectations for their age.
80. Attainment in mathematics is below that which children of their age are expected to achieve nationally. Suitable activities are provided for the development of their mathematical skills and they make good progress. They recognise colours and sort objects, and some identify shapes using appropriate mathematical vocabulary. For example, in a lesson where activities rotated, children used the words 'square' and 'circle' while experimenting with shapes. A good foundation is laid for future mathematics work through organised play activities and games with apparatus involving counting, sorting and matching.
81. Children make good progress in learning about the world in which they live, and a few reach the desirable learning outcomes by the time they are five. In the scientific aspect the outside wildlife environmental area provides them with superb opportunities to observe and predict when observing seasonal foliage colour changes and habitats of mini-beasts. In one lesson children were fascinated by the movements of tadpoles and how they had developed from frog-spawn. They can talk about their route to school and identify some of the main features. They learn about weather and explain regularly what it is like. They begin to understand how the computer works and use the mouse accurately to move pictures around the screen. These are important concepts that will continue to be developed during later work in science, geography and technology.

82. Progress is good in all aspects of the creative areas of learning. The teacher provides interesting creative activities each day, and there is a good balance between free activity and teacher-directed work. Children have good opportunities to use different media and are developing their skills in handling paint brushes, threads, glue-sticks and collage materials. They paint pictures of themselves and their homes in some detail. In music they follow instructions well and join in simple action songs that they sing in tune.
83. Children's physical development is in line with that which is expected nationally. They have good opportunities to use an adequate range of indoor and outdoor equipment for control and balance. In the playground they respond well to instructions, often with the help of an interpreter, and are developing an awareness of space and consideration for others while moving around. Large-wheeled vehicles and building blocks are provided to help develop their movement and body control during outdoor activities. The availability of outdoor climbing frames provides children with opportunities to enhance climbing, balancing and swinging skills, and helps to establish confidence. They use small equipment with increasing accuracy to develop co-ordination through throwing and catching activities. Through play with table-top games, modelling materials, pencils and brushes they are beginning to display greater control in developing fine motor skills. All the children including those with special educational needs make good progress in movement and co-ordination skills during their time in the nursery and reception classes.

ENGLISH

84. In the 1999 national tests for Key Stage 2 standards of attainment in English were very low in comparison with national averages. Key Stage 1 standards were also very low by comparison with national averages. Standards in speaking and listening were well below the national average. Due to the unusual profile of the intake of pupils it is not justified to make comparisons with other similar schools. From 1996 to 1999 standards in English overall appear to have declined every year since the last report. However, early indications based on the provisional results of the Year 2000 tests show a sharp reversal of this trend, to a position where children are attaining at a level which approaches or meets national expectations in both reading and writing for both key stages. The former trend for boys to attain at a higher level than girls also appears to have diminished.
85. The last inspection report judged standards in English at Key Stage 2 to be below national expectations, and at Key Stage 1, attainment as measured by national tests was satisfactory. Pupils were judged to be developing well in the areas of speaking and listening, and to a satisfactory level in reading. The phenomenal rise in standards at both key stages has been influenced by the successful implementation of the National Literacy Strategy. This has enabled teachers to plan and structure work more effectively and has supported the high level of children's motivation developed by the teaching they have experienced. The rise in standards is also due to the extensive and good quality help and support of experienced classroom assistants for both Special Educational Needs (SEN) and English as an Additional Language (EAL) groups. At Key Stage 2 the booster classes (additional lessons) provided by the school and the pupils' consequent greater familiarity with test requirements and the format of test papers, together with an additional time allowance to complete the standardised assessment tests has enabled them to perform at an enhanced level in the tests. Teacher assessments indicated that the overall standards of attainment in English have risen significantly this year. However,

more children than expected reached Level 4 in the tests, and a small number attained at Level 5, which was not predicted by teacher assessments. Some of the Year 6 work seen during the inspection did not reflect features of level 4 attainment, particularly work completed outside of dedicated English lessons. This lack of generalisation of reading and writing skills for some children may indicate why there is a mismatch between teacher assessment and test scores. In Key Stage 1 there is a difference between the level of attainment of the two classes in Year 2. This is explained in part by the greater percentage of SEN pupils in one of the classes, but inspection evidence also points to some unsatisfactory teaching in this class, which contributes to less progress and poorer attainment for this group of pupils.

86. The higher attaining pupils in Year 6 are capable speakers and articulate their ideas and opinions in group and class oral activities confidently, although not always in standard English. Some of those with less well-developed communication skills also have SEN and poor listening skills related to this. Some EAL children communicate effectively in their mother tongue, but at a limited level in English. Throughout Key Stage 2, pupils contribute to school assemblies and presentations, but role-play and drama do not make a significant contribution to the development of their oral skills.
87. The majority of pupils demonstrate satisfactory reading skills, but, whilst they can decipher text competently, they are not always able to discuss aspects of their reading, such as the reasons characters act as they do, and sometimes cannot predict future events in the story. Many Key Stage 2 readers have, or are developing, the ability to read with expression. They take books home every day and most say they enjoy reading. Older pupils in Key Stage 2 have sound research and library skills, and use them when gathering information for topics and projects. Younger Key Stage 2 pupils have fewer opportunities to use books for research, and consequently their skills are limited.
88. Standards in writing by the end of Key Stage 2 are just satisfactory overall, with some examples of good attainment in Year 3, with higher attaining pupils producing good quality and imaginative prose. Their work is supported by appropriate use of ICT and in Year 6, where pupil demonstrated competent notes taking skills, they produced reports of substantial length and satisfactory quality. Handwriting and presentation are often unsatisfactory, with pupils failing to join their script unless specifically reminded to do so. Average and lower attaining pupils do not always use capitalisation and punctuation correctly in work completed outside of the literacy hour. Key Stage 2 teachers do not plan in sufficient detail to ensure improvement in these aspects.
89. At Key Stage 1, teachers recognise the need for emphasis on the skills of speaking and listening, and most, although not all, encourage pupils to attain well in this area. Despite the good quality of provision in the nursery, some pupils enter the reception class with a very low level of attainment. Many pupils speak willingly and relevantly, although not all have the ability to structure their speech well. Mother tongue support staff and learning support assistants contribute significantly to good progress in this area, particularly for pupils with SEN. Pupils use their developing skills more readily as they progress through the key stage. Higher attaining pupils in Year 2 have acquired a range of styles to cover formal and informal questioning and answering. Average and lower attainers, whilst responding to teachers and each other readily, do not always converse in a sustained manner. Whilst progress in speaking and listening is good, by the end of Key Stage 1, attainment remains below average.

90. Key Stage 1 pupils read with interest, and increasingly, with motivation. It is noticeable that Year 1 pupils read less willingly and less confidently than others in the key stage. From a very low level on entry, reception pupils acquire a good knowledge of the sounds letters make by themselves and with others. This helps them to correct their own mistakes and to attempt unfamiliar words. They also use picture and semantic cues to help them to derive meaning from texts. All reception class pupils take books home, and most read with a sibling and sometimes a parent. At the time of the inspection, pupils in the reception class demonstrated reading attainment that was below but approaching the level expected nationally. In Year 2, reading shows more maturity and is sometimes good, as heard when pupils in one class read aloud during the literacy hour from the 'big book' with confidence, enthusiasm and a clear understanding of the language used. Pupils take books home regularly, and read to adults or alone. Standards of attainment in reading at the time of the inspection were close to the level expected nationally for pupils by the end of Key Stage 1.
91. Key Stage 1 pupils write willingly, but slowly and not at length. This sometimes has an adverse effect on their writing in other subjects. Some pupils demonstrate a desire to communicate their ideas through writing, and their pieces have a coherent structure and good content. Some features of writing, for example, punctuation, handwriting and presentation are satisfactory. A few pupils write well, as seen in a Year 2 lesson where higher attainers were writing about feelings of fear and happiness. In some classes they are given insufficient opportunity to develop as independent writers, and there is too little sense of energy and urgency in their work, which is too often work-sheet focused. Attainment of SEN pupils is considerably enhanced by the very good level of support given by learning support assistants, who enable pupils with writing difficulties to make very good progress during lessons. At the end of the key stage, pupil attainment overall is below average in comparison with national standards.
92. At both key stages pupils are co-operative in their attitudes to their work, their teachers and each other. They behave well and respond readily. Attitudes to work are good for the majority of pupils, and there is little disengaged or challenging behaviour. Some sustained concentration is evident, particularly at the end of each key stage, although sometimes pupils' level of concentration drops when they are not directly supervised. These lapses of concentration are more frequent in classes where pupils are not fully stimulated and firmly managed and pace is too slow. More often pupils are attentive, show courtesy and respect for others' feelings and work co-operatively when in groups and pairs.
93. The quality of teaching is satisfactory overall in both key stages. In nearly half the lessons observed it was good, and in one lesson it was very good. However, there was a significant proportion of lessons in which teaching was unsatisfactory at each key stage. Most lessons were carefully planned, with learning objectives shared with pupils at the beginning. Most teachers demonstrated a satisfactory understanding of the National Literacy Strategy and put it into practice in a meaningful and effective way. This is a significant factor in the progress made by pupils. The best teaching was characterised by a clear grasp and understanding of the subject, good management of pupils, interest and enthusiasm, and strategies for promoting these in pupils, and high expectations, particularly of lower attainers. Good planning for SEN and EAL groups was a strength of much of the teaching observed. Consistently good deployment of learning support assistants and language support staff resulted in significant progress for many pupils during literacy hour. The planning of lessons was generally satisfactory, and sometimes good, but neither planning nor teaching

strategies are consistent throughout the school. Assessment was used well by some teachers to inform planning for individuals and groups, but again good practice was patchy and the lack of consistent practice was evident. Homework is used to reinforce written work done in school, and reading is regularly set. The subject contributes satisfactorily to the moral, social and cultural development of pupils through the study of literature.

94. Less successful teaching featured poor subject knowledge, notably of aspects of grammar, and inadequate understanding of the teaching of basic skills such as phonics. One teacher repeatedly attempted to 'sound out' words which were not phonetically viable such as 'sure' which was sounded as 'sh-oo-e-r', resulting in confusion and lack of progress for the class. A small number of lessons consisted of repetitious activities which lacked challenge, and too few lessons included appropriately challenging work for the small number of high attaining pupils in the classes. Very few lessons included elements of ICT, and where it was used, tasks were often simplistic or inappropriate. The quality of marking varies from class to class, and is not always focused on providing pupils with advice on improving their work.
95. The two well-qualified subject co-ordinators have worked together well to produce a sound policy, based on the National Literacy Strategy scheme of work. The curriculum fully meets statutory requirements. Long-, medium- and short-term planning is carried out by individual teachers, or pairs of teachers, working across year groups. Day-to-day planning usually sets out clear aims and objectives. There is insufficient monitoring and support given to the planning, assessment and teaching, so that pupils' progress can be ensured through appropriate planning and the use of suitable teaching methods. The school recognises this, and plans are in place for the headteacher and the co-ordinators to undertake observation and monitoring next term. The budget for resource provision is delegated to the co-ordinators, and the ordering of new resources is carried out by them. Resourcing of the subject is barely adequate, and many of the reading books are old and in poor condition. There are insufficient 'big books' for use in literacy hour, and very few dual language texts for mother tongue teachers to use.
96. Since the last inspection the literacy hour has had a significant impact upon the standards of attainment across the school. The school now needs to raise further the quality of teaching of literacy to ensure maintenance of the improved standards seen at the time of inspection, and to improve further standards of reading and writing across the curriculum.

MATHEMATICS

97. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were very low in comparison with national averages. Taken across the four years 1996-1999, the performance in mathematics was very low in comparison with the national averages. Indications are that the Key Stage 2 Year 2000 results show a significant improvement. The results of the 1999 National Curriculum tests at the end of Key Stage 1, were broadly in line with the national average. Given the nature of the pupil intake it is not justified to compare these results with similar schools based on a free school meal indicator. Taken across the four years from 1996-1999, attainment was below the national average. Indications are that the improvement in attainment in 1999 has been well maintained in the Year 2000 test results. The improving standards at both key stages are due to the effective introduction of the National Numeracy Strategy and the strong support given to pupils with special educational

needs and English as an additional language. Further, at Key Stage 2, pupils had booster classes and all were allowed 25 per cent extra time for the tests. At both key stages there has been some difference between the attainment of boys and girls. However, from both the work produced and the learning opportunities provided, the inspection does not find evidence of any differences. The 1999 teacher assessments at Key Stage 1 did not identify pupils who achieved higher levels in the tests, nor at Key Stage 2 the higher numbers who achieved national average levels, suggesting that there is a lack of confidence in the ability of pupils. Inspection evidence confirms that attainment is broadly average at both key stages. This shows an impressive improvement since the last inspection where although standards at Key Stage 1 were in line, standards at Key Stage 2 were below.

98. Pupils in Key Stage 1 make good progress. By the end of the key stage, most have a clear understanding of place value and they carry out simple calculations accurately, working with numbers up to a hundred and beyond. Most have a good understanding of pattern in number and know the difference between odd and even. They recognise coins, use money effectively and can work out simple problems mentally. They show competency in handling and talking about numbers, clearly demonstrated in the mental sessions at the start of lessons. For example, in Year 2 they can quickly give multiples of ten, and can halve numbers up to a hundred and beyond. They develop simple data handling skills, can construct graphs, for example when recording weather, and interpret them. Lower attaining pupils have less confidence in their recall of number facts, but they are able to use apparatus effectively to aid calculation. The majority of pupils have a secure understanding of shape, space and measures. Year 1 pupils know the names of common shapes and can sort them into sets; Year 2 pupils can divide shapes into halves and quarters and can recognise right angles and lines of symmetry; they can estimate items weighing a kilogram and check their estimates using a balance. Most can tell the time accurately to the hour and half hour, and can recognise digital time display. However, the use and application of mathematics in practical tasks is under developed.
99. Pupils in Key Stage 2 make satisfactory progress in the development of their mathematical skills, knowledge and understanding. By the end of the key stage, pupils carry out written calculations accurately and have a sound knowledge and understanding of number facts. With the introduction of the mental/oral session in the numeracy hour, pupils are developing a speedier recall of multiplication tables and addition and subtraction facts; they are becoming confident at explaining their ways of working out. For example, in a Year 3 lesson pupils explained how they found addition answers using near doubles. Pupils have an appropriate mathematical vocabulary, an understanding and appreciation of number patterns as in Year 5, where they explained how they had extended the eleven times table by noticing and continuing the pattern in the digits. They have a clear understanding of measures and their appropriate use, and an awareness and knowledge of shapes and solids and their properties. In Year 6, some pupils know some imperial measures and their metric equivalents; in Year 5, pupils could recognise a range of two-dimensional shapes, identify acute and obtuse angles and show perpendicular and parallel lines. They have an understanding of percentage and can perform calculations involving fractions and decimals with accuracy. They are able to calculate area and measure perimeters. Most can construct block and line graphs and pie charts to illustrate given data. The use of mathematics in investigations and problem solving is under-developed as is its use across the curriculum.

100. Pupils with special educational needs and those for whom English is an additional language receive good support, appropriate for their different abilities, and are able to make good progress.
101. Pupils respond well in the majority of lessons. They work at a satisfactory pace and their behaviour is generally good. They remain on task and show good concentration. They are keen to contribute to discussions and settle quickly to their work, normally working independently in groups, allowing the class teachers to focus their attention on individuals or groups. In a few lessons where introductions were slow and did not immediately involve all pupils, some became restless and fidgety and then took further time to settle.
102. The teaching of mathematics in Key Stage 1 is sound overall, with only one lesson being unsatisfactory and a quarter being good. In Key Stage 2, teaching is variable. Although good overall, four lessons seen were either very good or excellent and two lessons unsatisfactory or poor. Lessons are usually well prepared and structured, with clear aims that reflect the National Numeracy Strategy. Teachers have worked hard to gain familiarity with its components and requirements, and to present them to pupils. The mental arithmetic component is mostly taught effectively over the school, with examples of well-paced and balanced lessons seen in each key stage. In the best lessons seen, teachers challenged pupils well, had high expectations of pupils' mental and written work and planned the lesson activities in detail. Teachers' explanations are good and tasks are matched to the different ability groups within classes. However, the tasks set for higher attaining pupils do not always offer sufficient challenge, with further work given to consolidate learning rather than use being made of this learning in problem solving or investigations. Good support is provided for pupils with special educational needs or English as an additional language through learning support assistants and teachers. In a Year 5 lesson looking at perpendicular and parallel lines, the support given enabled all the pupils to make good progress. Teachers explain tasks well and make good use of questioning to develop pupils' understanding of mathematics. For example, in a Year 3 lesson, questions on partitioning numbers were effectively targeted at specific pupils, to provide valuable assessment information and promote learning. Good use is made of an appropriate range of practical apparatus to support learning and to promote understanding. Examples of this were observed in mental arithmetic sessions where teachers made good use of number lines, hundred squares and 'petals' to develop pupils' skills of counting on and back and their understanding of multiples of two, five and ten. In a reception class, pupils had learnt to use 'petals', and were able to find even numbers up to twenty, keep their answers to themselves and show together when asked. Pupils are also encouraged to discuss their mental strategies, to clarify and demonstrate useful ways of calculating mentally. When teaching is unsatisfactory, sometimes weak classroom management leads to pupils being off task and unsettled. At other times, the work set is inappropriate for the whole range of ability, resulting in many pupils making unsatisfactory progress. Pupils receive good feedback on their work through verbal comments, although written marking is not always used effectively with few comments being made to aid pupils' future learning. Day-to-day assessment is sound and teachers know their pupils well. With the introduction of the National Numeracy Strategy, teachers now record pupils who exceed or need to revisit learning objectives on their weekly planning sheets, so informing future planning, although this practice is not yet consistent. Class records are also now being kept of pupils' progress.
103. The subject meets the statutory requirements of the National Curriculum but resources are not sufficient. All classrooms have basic items such as number lines

and hundred squares, but, although of good quality, other equipment is often only sufficient for one class, and limits the planning of lessons across year groups where classes are timetabled for mathematics at the same time. There is an over-use of published work sheets and text books in some classes, which do not always offer sufficient challenge and are not necessarily a good vehicle for learning for pupils having English as an additional language, due to the lack of language opportunities often afforded in the text. The curriculum is based on the National Numeracy Strategy, and there is evidence that this strategy is beginning to have some impact on the problem of raising attainment. Through its introduction there is now a clearer whole school picture of mathematics and the learning that takes place throughout both key stages.

104. The co-ordinator for mathematics provides good leadership and management. There are developing systems in place to monitor the quality of planning, teaching and learning. The numeracy co-ordinator from the Local Education Authority has worked in classes and observed all teachers, noticing discrepancies between styles of teaching. As a result, there has been further in-service training; teachers have been able to visit a local school and there are links with a school in another authority where there is a large proportion of pupils with English as an additional language. However, the variation in quality of teaching observed during the inspection suggests that there still needs to be a more rigorous observation of lessons, both to identify and share good practice, and to provide further support and advice where required. This variation in teaching has an effect on attainment, as in Year 2 where one of the classes, from recent testing, has made significantly better progress. With the introduction of the National Numeracy Strategy, methods of recording assessments are being developed with a view to informing future planning, but their use is inconsistent. Optional National Curriculum tests are used in Years 3, 4 and 5. Some analysis of results from these and national testing is carried out and the school is beginning to set targets for improvement based on this analysis. Resources for mathematics have been audited and new resources are being purchased as funds allow.

SCIENCE

105. In the 1999 Key Stage 2 National Curriculum tests the percentage of pupils reaching Level 4 or above was below the national average, and the proportion gaining the higher Level 5 was well below. Over the past four years the trend, although variable, has been upwards, with 83 per cent of pupils achieving Level 4 or above in the recently announced Year 2000 results, which is likely to be broadly in line with the national average. This is an appreciable improvement on the previous year and reflects the school's efforts to improve, which is very encouraging. Taking the results on average since 1996, boys have consistently out-performed girls. During the inspection, however, no gender differences were apparent, a fact also evident in the Year 2000 national test scores. In the 1999 Key Stage 1 teachers' assessments, 63 per cent of pupils gained the expected Level 2 or above, which was very low when compared with schools nationally. The recent Year 2000 results indicate 79 per cent of pupils reaching this target, which, although still slightly below the national average, is a significant improvement.

106. Classroom observation, discussion with pupils and an analysis of their current and past work indicate that attainment is slightly below that reported in the recent tests and assessments results. Contributory factors for this discrepancy include the unavailability of some past work for scrutiny, the emphasis on Years 2 and 6 completing numerous past papers, and a high investment of time in 'booster' teaching. Aligned to this is an unusually high percentage of pupils with special educational needs, and an even higher proportion for whom English is an additional language. Overall the inspection judgement confirms that there has been a considerable improvement since the previous inspection. In that report, pupils' investigative and experimental skills were considered to be under/developed; a situation which has now been resolved satisfactorily. A more systematic approach to this aspect of science and the understanding and use of technical terms has had a positive impact on all aspects of the subject.
107. In Key Stage 1 the development of pupils' skills, understanding and knowledge is sound. By the end of the key stage they know that light comes from a variety of sources, including the sun. They describe simple electrical circuits and they know that forces make things speed up, slow down and change direction. They explain successfully the classification of materials and know that there are many kinds and sources of sound. In a Year 1 class this was evident when pupils accurately identified a variety of recorded sounds following a 'sound' walk. Pupils carry out investigations to a simple format, test and record their findings, thereby applying and reinforcing literacy and numeracy skills. For example, pupils in Year 2 write about growing up, and record diagrammatically appropriate dress for different kinds of weather, and give reasons why. They also understand the necessity of light, water and soil to grow plants successfully, and higher attaining pupils explain how vibrations occur. In the reception class the older pupils observe and describe living things and have begun to notice and talk about seasonal changes. Most pupils in the key stage know that taking exercise and eating the right kinds of food help humans to keep healthy. Learning overall is sound, and for pupils for whom English is an additional language it is very good. Learning for pupils with special educational needs is good.
108. At Key Stage 2 a similar picture applies to pupils' learning, which is an improvement on the last inspection. By the end of the key stage, higher attaining pupils have a good knowledge and understanding of a range of scientific facts, including the representation of series circuits in drawings and diagrams, and balanced and unbalanced forces. In the study of materials and their properties they identify changes which take place when materials are heated or cooled, and suggest ways in which liquids and solids might be separated. They use precise scientific names for the skeleton, major body organs and the function of the solar system. Average and lower attaining pupils correctly classify creatures as carnivore, omnivore or herbivore while working on life processes and living things. In most classes pupils recognise when a test is fair or unfair and understand why. For example, in a Year 4 study on testing the strength of paper, pupils realised the necessity for equal lengths of paper and attached weights. The writing up of their experiments is sound and contributes to the development of their literacy skills. They record their work in a variety of ways, including graphs, to represent their findings. In such investigations, pupils understand the need for accurate measurement and they use their numeracy skills well in their interpretation and calculation of results. This was exemplified well by Year 6 pupils, who constructed a mini-orary to demonstrate their understanding of the relationship between the sun, earth and moon.

109. Pupils' attitudes to science are sound overall and good in classes where they are motivated and stimulated. This was particularly noticeable in a Year 4 lesson investigating the purpose and function of flowers in relation to pollination and seed dispersal. They listen well to the teacher and each other, and work purposefully throughout the session. In the majority of classes they show respect for their peers and adults, and treat equipment and materials with care. Only on the odd occasions when they are unclear about what they have to do or when allocated too much time on task, are some pupils restless and inattentive.
110. At Key Stage 2, teaching is satisfactory overall and sometimes good. At Key Stage 1, it is again satisfactory, but with a significant amount of unsatisfactory teaching in some classes. In many lessons teachers have high but realistic expectations, display sound scientific knowledge and plan well, with an appropriate balance between written and practical work. Teaching is not always as good in investigative work, which, although being attentive to fair testing and prediction, is sometimes too prescriptive, allowing pupils less challenge to exercise initiative. Where teaching is best, explanations and introductions to tasks are clear and a good range of resources is used well. A prime example was observed in a Year 5 lesson where pupils learned through first-hand experience that pitch and loudness of sounds are caused by some vibrating objects. In nearly all lessons appropriate use is made of recapitulation to establish previous learning, to highlight discoveries and reinforce teaching points. This was well illustrated in a Year 1 lesson where pupils learned about the reproduction in plants and how the dispersal of seeds can vary. In a Year 3 lesson on life processes, the teacher provided a set of challenging tasks in order to hypothesise and learn about the life cycle of flowering plants. Such teaching enhances the development of pupils' investigative skills. The presentation of pupils' work is good overall and the marking throughout both key stages consists mostly of praise, omitting evaluation and specific target setting to move pupils' learning forward.
111. The co-ordinator is an enthusiastic advocate who gives strong and effective leadership in promoting the subject throughout the school. She ensures that the budget is used effectively and monitors teachers' planning regularly. The curriculum is enriched by visits to the outside wildlife and environmental area. Monitoring of teaching and learning is still under/developed. The medium and short-term planning, which is specifically linked to the national planning document, is detailed. This is an improvement since the last inspection that reported that it was poor. It contains precise learning objectives and a built-in assessment and recording system. Systematic assessment, however, is still in a developing stage, but steps are now being taken to use this information in future planning. The compilation of a portfolio of pupils' levelled work is an added advantage. Resources are adequate, easily accessible and used well.

ART

112. Attainment in both key stages is in line with national expectations. By the end of Key Stage 2, pupils are able to work confidently and competently in a variety of 2 dimensional mediums, and have experience of some 3 dimensional work. They use pencils, charcoal and pastels regularly, and draw accurately. They use poster and watercolour paints, and mix colours well. They have experience of screen printing, paper sculpture and collage work.

113. At Key Stage 1, pupils make observational drawings using pencil and crayons, produce collages and print using a variety of methods. They learn to mix paints to obtain secondary colours and tints. They use papier-mache to make models, some of which are large scale. Many pupils begin Key Stage 1 with a very poor level of experience and competence in handling art materials. From a very low starting point, good progress is made with investigating and making skills.
114. Key Stage 2 pupils make satisfactory progress with knowledge and understanding and pupils are introduced to the work of a variety of artists and craftspeople throughout the key stage. Year 6 pupils had looked at Monet's water lilies before undertaking observational drawings of flowers, and made 3 dimensional water lilies from paper and card. In Year 5 the work of Piet Mondrian was the focus of work on abstract art, and pupil obtained examples of his work from the Internet to support their research. Viking artefacts were the inspiration for 3 dimensional collages in a lower Key Stage 2 lesson, making a good link with the history topic. Whilst art is integrated with topic work, Key Stage 2 teachers avoid reducing its role to that of illustration, and art is regularly time-tabled for all classes.
115. In Key Stage 1 knowledge and understanding are less well developed, and the work of established artists is used less effectively than in the older classes. In part this reflects the need to ensure that pupil acquire the practical skills and experience that they must develop to make progress with the subject, which is clearly a priority. Some use is made of Islamic patterns to inspire pupils' art, but inclusion of more examples of the work of other artists would enhance Key Stage 1 provision.
116. Teaching of art is satisfactory, although in one lesson observed, the teacher's subject knowledge was poor, and pupils were insufficiently motivated and interested in the planned activity, resulting in a rather unproductive lesson. Satisfactory teaching was characterised by careful planning, making links with other curriculum areas and sensitive intervention in pupils' work, helping them to move on from what they had learned. Pupils with SEN were able to attain well, thanks to good support from ancillary staff. Pupils' response to art lessons is good. They concentrate well, and the majority has positive attitudes.
117. Resources for art are satisfactory, with a range of suitable materials provided for each key stage. The co-ordinator is well qualified, and has devised a sound policy for art. There is a well-structured scheme of work for the whole school. The school occasionally receives visits from local artists, who run workshops for pupils on a variety of art-related themes. Displays of art in the classrooms and throughout the whole school are varied and well presented. The satisfactory standards reported in the last inspection have been maintained.

DESIGN AND TECHNOLOGY

118. It was not possible to view any lessons in design and technology during the inspection, and therefore no judgements can be made on the quality of teaching or the standards achieved in the subject.
119. Much of the work displayed was undertaken during a recent 'sound and light' week which had input from the science and technology regional organisation (SATRO), and does not therefore fully reflect the ongoing work in design technology. During this week some Key Stage 1 pupils made model lighthouses to a set design, containing light circuits, and Key Stage 2 pupils made model water-wheels and

oraries, but no recorded evaluation was evident. At other times, reception pupils have made brightly coloured sound instruments, following their own design; Year 3 pupils have made copies of Viking artefacts, using a range of tools such as scissors, saws and hammers; Year 4 pupils have made models of Viking ships showing a basic design and the use of a limited range of materials; Year 5 pupils, as part of a topic on ancient Egypt, have made canoptic jars, showing an element of design and the use of a sufficient range of materials.

120. The subject is soundly led by the co-ordinator, who realises that the subject needs to be reviewed and developed. The school has linked design and technology with topic work and not considered it sufficiently as a discrete subject with skills of investigation, design, making and evaluation to be considered. This has been realised and a new policy has been introduced. The scheme of work uses Quality Curriculum Authority (QCA) materials, which are being introduced with the intention of teaching design and technology as a discrete subject, making links with other subjects only where appropriate. Consideration is being given to the organisation of time given to design technology in order to allow sufficient blocks of time for projects being undertaken. There is a subject action plan to support this introduction and development. Samples of work are collected and photographs taken to build up a portfolio of work. A sufficient range of tools and materials are available to support the subject.

GEOGRAPHY

121. Overall, the standards reached by eleven-year-olds are satisfactory. Pupils develop geographical skills by recording their observations after a visit to the Basingstoke Canal. They built on previous studies of this area to comment on the way places are changed, for example by increasing traffic. Visits to the local mosque and to a synagogue reinforce their own knowledge of places of importance in the community. Geography is integrated well with other curriculum subjects. For example pupils' literacy skills are developed when writing accounts of places seen or investigations undertaken.
122. Many pupils have relatives living in Pakistan so they understand that the lives of people in other parts of the world are very different from their own. This knowledge is extended further by the study of Mali in West Africa, which was part of the Surrey County project "On the line". Unfortunately opportunities to compare and contrast Mali with other localities were missed. There was a heavy reliance on worksheets, which were not completed in detail, so learning opportunities were lost here too.
123. Pupils in Year 6 know how to identify key features on blank maps, for example, seas, mountains. Pupils use a globe to establish the geographical position of these features. However, as there is no large wall map available to indicate the precise position of these features, pupils confuse the position of the Indian Ocean with that of the Pacific Ocean.
124. Satisfactory standards are reached by seven-year-olds. Pupils investigate the physical features of their surroundings by class visits to the Basingstoke Canal. They know how to make a map of the route taken from school to the canal and use geographical terms to describe the main physical features, for example, 'hill' and 'river'. They understand the relationship of distances and give clear directions, for example 'over the bridge' and 'along the canal'.

125. Eleven-year-olds tackle geography with enthusiasm. A good example was seen in a Year 6 class where pupils were studying marine life on coral reefs around the world. Pupils researched reference books and made a wall collage of their findings. They explained confidently that most of the coral reefs in the world are found between the Tropics of Capricorn and Cancer.
126. Seven-year-olds were fired with enthusiasm about their walk from school to the Basingstoke Canal. A Year 1 class undertook the same journey and worked very hard to produce their own plan of the route. An added excitement was the tape recording made of all the sounds that they heard on their field trip. Pupils were intrigued that an aeroplane overhead that had sounded very loud to them was not 'picked up' by the tape recorder.
127. The quality of teaching at Key Stage 2 is satisfactory. There are some good features most notably the integrating of the teaching of geography with science and history. Some areas of the curriculum are covered more thoroughly than others. The Co-ordinator for geography realises this and is revising the subject planning to adopt the Qualifications and Curriculum Authority (QCA) guidelines for the teaching of geography throughout the school to ensure progression across all the year groups.
128. Since the last inspection, increased time has been spent improving the standard of pupils' performance in literacy and numeracy. This has been most successful but less time is available for geographical studies particularly field trips. However, those trips undertaken have been a source of much enjoyment and enhanced learning, for example visits to the Muslim burial ground and to the Mosque. The subject is managed by a competent subject leader with an impressive knowledge of geography and how to teach it. Teachers in each of the year bases are responsible for their own planning. There is a need for a cohesive and comprehensive overall plan to ensure a balance between the four major areas of geographical studies.

HISTORY

129. By the end of both key stages, pupils reach standards of attainment in line with those usually found in pupils of a similar age. Pupils broaden their knowledge and begin to acquire skills in looking for and shifting evidence. Language skills are developed very well so that pupils can access books and other reading matter. Pupils also use the Internet to research topics for study.
130. By the end of Key Stage 1, pupils have some knowledge about past events. They compare stages in the history of flight and use mythical stories to set the scene for the development of balloons and the first aeroplanes. They place these inventions in the order in which they occurred and recognise that things change over time.
131. By the end of Key Stage 2 pupils know about the excavations of tombs built in the times of the Ancient Egyptians. They understand how our views of those people are constructed through the archaeological evidence found. They use video recorders and printed texts to produce extended written accounts of these explorations.
132. The attitudes and behaviour of pupils are good. Pupils are well motivated to learn. They are polite, attentive to the teachers and eager to take on tasks given to them. Their relationships with each other, and with teachers and other adults, are good. It is this positive attitude towards learning that has a marked impact on standards of attainment.

133. Teaching is satisfactory. A strength of the teaching is the commitment and skill in developing the use of language. Good oral work allows pupils to explore language and develops their sight-reading. Linking lessons with literacy work also ensures that pupils have opportunities to practise skills learned. Good team-work by teachers, students and learning assistants support pupils' learning well. Where teaching offers challenging work to match the abilities of individual pupils, and where good work is celebrated, pupils learn well. Where teachers know the abilities of their pupils well, they are able to provide levels of work which interest and extend pupils of all abilities. Teaching is less effective and pupils learn less effectively when they are insufficiently challenged over inappropriate behaviour and where there is a lack of extension work for the higher attainers. Assessment is not sufficiently used to set targets of attainment and this results in insufficient challenge for all pupils.
134. The co-ordinator has recently taken on the role. There are clear guidelines as to the expectations of the role of the co-ordinator and these are linked to the raising of pupils' achievement. The overall, long-term planning is satisfactory. This is an improvement since the previous inspection. However the planning by teachers in the two-year cycle, especially in Key Stage 2, is insufficiently focused on raising standards of attainment with the subject. This means that key elements such as chronology, the use of historical evidence and the reasons for change are inconsistently developed across the key stage and across classes within the same year. This lack of development limits the opportunities for pupils to consolidate the skills they learn.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

135. Attainment at the end of both key stages is unsatisfactory. Standards have declined since the last inspection, and the range of work undertaken is still not sufficiently extensive. This is largely due to a lack of appropriate resources to enable teachers to deliver the statutory curriculum to their classes.
136. By the end of Key Stage 2, pupils have sound experience of word processing, and can save, retrieve and modify work. They can incorporate text and pictures, and generate graphical representations of data. Older Key Stage 2 pupils are able to compare their use of ICT with other methods. Pupils in Years 5 and 6 use the Internet to research topics for history and geography. In Key Stage 2, some pupils' achievements in communicating and handling information are at the standard expected nationally, but attainment is patchy and the elements of control, monitoring and modelling cannot be taught satisfactorily due to lack of suitable hardware and software. Pupils have insufficient opportunity to undertake multimedia work.
137. By the end of Key Stage 1 pupils have experience of using word processing packages, and most can compose and edit text on the screen. They can assemble pictures, and explore an adventure simulation. They have experience of using a programmable robot (Roamer) which is used to teach elements of control. Some pupils have well-developed skills in controlling the mouse, and are sufficiently familiar with the keyboard. However, limited access to computers in school results in the majority of pupils having poorly developed skills, and sometimes poor knowledge of the appropriate vocabulary to use when discussing their work in this context. Some pupils in Year 2 cannot save their work, and do not have experience of using programs that generate tables, pictures or sound.

138. Teaching is unsatisfactory in both key stages, in part because there is too little direct teaching of ICT related key skills. Some teachers do not have sufficiently well developed subject knowledge to deliver aspects of the ICT curriculum to a satisfactory standard. ICT is not currently taught as a discrete subject on the timetable, and in some classes pupils progress mainly during individual or paired work, acquiring knowledge and understanding as the need arises, and improving competence by discovery and collaboration with other pupils. Some pupils with SEN progress well as a result of support given by learning support assistants, two of whom have undertaken training in ICT. There are some pockets of satisfactory or good practice, notably in Year 3 where teachers demonstrated good knowledge and understanding, and where despite poor resourcing, pupils were making satisfactory progress in communicating and handling information. Some appropriate work was also evident in upper Key Stage 2 classes. Visits to a local secondary school to use the ICT facilities there have enhanced the opportunities for Year 6 pupils.
139. The co-ordinator for this subject is knowledgeable, and keen to spread her skills through the school. She has organised courses for colleagues, and provided in-service training. There are plans to enable her to monitor and support colleagues in developing ICT throughout the school next term. A sound policy and a well-structured scheme of work have been written by her. New computers have been provided for the school by a local business, and these were delivered just before the inspection. Creation of an ICT suite is underway. At the present time there is insufficient up-to-date and appropriate software to run on the new machines to remedy the shortfall in provision seen during the inspection, and the co-ordinator is aware of this. Training is scheduled for the whole staff at the beginning of the new academic year, in preparation for delivery of the revised National Curriculum. With some further investment in resources, the school should be in a position to move forward with this subject and to remedy the shortcomings noted during the inspection.

MUSIC

140. It was only possible to see a few music lessons during the inspection, and therefore not possible to make an overall judgement on standards or teaching in the subject.
141. The work observed in Key Stage 1 was related to developing a sense of rhythm in pupils. This was done in reception and Year 2 by clapping and accompanying rhythms in the choruses of well-known songs. In the Key Stage 2 lesson observed, pupils were following a broadcast programme, again following the rhythm of a song by clapping. There was some evidence of an understanding of louder and quieter sounds, but most pupils found any accompaniment of rhythm difficult. Pupils in Year 2 have begun to order sounds, making a composition with a simple structure, based on a visit to Birdworld. Pupils in Key Stage 1 sing a variety of songs from memory, including simple counting songs and more complicated ones with harder words, and take part in performances at Christmas. Singing in assemblies is quite enthusiastic, especially when there is a lively piano accompaniment, and pupils are able to sensibly clap the rhythm of the song they are singing. Pupils in Years 5 and 6 have been involved in a 'Woking Pops Concert', and have taken part in a project with 'Chicken Shed', leading to three musical productions in Woking. There are visiting musicians to the school, for example the Bassistry Arts and a brass group. Pupils listen to music at the start and end of assemblies but little time is given to consider the title and mood of the music or its composer.
142. In the lessons observed, two were sound and one was poor with pupils learning very little, due to poor classroom management and organisation. When pupils have to

share instruments they do this well, realising that all will have a turn within the lesson. They are enthusiastic within lessons, but some easily get 'carried away' when using instruments. Some teachers lack confidence in teaching the music and this affects the quality of pupils' learning. Music makes a positive contribution to pupils' social and cultural development.

143. The co-ordinator realises that music has 'taken a back seat' in recent years. She is the only musician on the staff and plans to have more input into lessons. Quality Curriculum Authority (QCA) materials have been introduced; two staff meetings have looked at these materials and the revised policy, and considered the teaching of music throughout the school. There are satisfactory resources for percussion work and a residue of orchestral instruments used to demonstrate the different instruments in an orchestra.

PHYSICAL EDUCATION

144. On entry to school, few pupils have well-developed movement or games skills. By the time pupils leave school in Year 6, their attainment is below expectations for their age in this area of the curriculum. By the age of seven, attainment is also below national expectations. Pupils are making sound progress at each key stage and in a few lessons progress is good. The most able pupils attain standards in line with those expected. The school offers a barely adequate curriculum provision for the subject and during the inspection it was only possible to observe movement lessons in Key Stage 1 and athletic sessions with older pupils in Key Stage 2.
145. The younger pupils are able to use a wide variety of skills and movements in gymnastics, athletics and games. In a Year 1 movement lesson, pupils were able to control their jumps and landings, make body shapes and hold simple balances, but only the higher attaining pupils were able to repeat or refine their movements. In a Year 5 athletics skills lesson, pupils achieved well but their ability to throw objects and hurdle over a barrier were at the early stages of development. The older pupils are developing a range of team game skills and the beginnings of tactical awareness in a game situation. However, few are able to evaluate, consolidate and improve their performances without close teacher supervision. In a Year 4 indoor athletics lesson, boys achieved more success than girls in devising their own relay game, but most pupils in the class found the task too difficult. Pupils for whom English is a second language (EAL) and those with a wide range of special educational needs make sound progress.
146. Most pupils respond well, with enthusiasm, enjoyment and hard work. They usually endeavour to do their best and are keen to participate, although some lose concentration when the pace of lessons is too slow. They consistently behave well in lessons and are aware of safety and health issues. In only one Year 1 lesson did pupils become bored and lost interest in the task.
147. The teaching of physical education was satisfactory overall with some good examples of teaching in both key stages. In most lessons teachers had enthusiasm for the subject but some lack confidence and the subject expertise to teach activities such as gymnastics and dance effectively. They managed lessons and pupils well and used a brisk pace with clear instructions to promote good learning skills. The expectations of pupils' work and behaviour are usually good. Most teaching was satisfactory but in a Key Stage 1 lesson it took too long to get the pupils engaged in physical activity. The planning of lessons was sound, following an appropriate

structure of warm-up, followed by a skills practice and conclusion. This is in contrast to the previous inspection when much of the teaching was judged unsatisfactory.

148. The school has appointed a determined co-ordinator who has begun to develop the schemes of work to provide support for colleagues. Over the last few years the development of the subject has been restricted by other school priorities such as literacy and numeracy, but recently staff have benefited from training by a specialist consultant. . Statutory curriculum requirements are met but the limited amount of time allocated to physical education restricts the amount of progress they make. There has been little monitoring of teaching and the curriculum, and until this process is in place the school will find it difficult to develop the subject further. The school has sound resources and accommodation that includes a hall, playing field and hard court area. The amount of extra-curricular sport and activities is sound and pupils regularly compete against other schools.
149. The previous inspection found that attainment in physical education was below expectations for the Key Stage 2 pupils and this is still generally the case. The school has maintained the profile of attainment, but the quality of teaching in physical education is a significant improvement.

RELIGIOUS EDUCATION

150. The overall standards of eleven-year-olds' knowledge and understanding of the four major religious faiths is very good. Approximately, 90 per cent of the pupils are Muslim. They attend the local mosque regularly for instruction in Islam. In 1989 Surrey Advisory Committee for Religious Education (SACRE) granted the school a 'determination' for a form of collective worship which does not have to be mainly Christian in character. This affects religious education in the school generally and allows teachers to integrate the formal instruction which pupils receive in the mosque with the demands of the Surrey Agreed Syllabus. An especial strength of the religious education offered is the teaching blend of Islam, Judaism and Christianity. This fusion of the faiths provides a unique experience for pupils to learn about the beliefs of others and to understand the stories in the Quran, the Torah and the Bible.
151. Pupils understand that the same ethical principles and moral values are shared by believers in the three principal religions. Pupils' learning is enriched because they understand the differences between the three religions while celebrating the moral values shared by all three faiths. For example, after studying the story of 'The Good Samaritan', pupils in Year 4 listed all the ways in which they differed from each other. Physical differences were discussed but there was no mention of racial differences because this is not an issue in this school. The harmonious atmosphere which pervades the school is due to the sensitive teaching at both key stages and the very good standard of learning support for all pupils with English as an additional language.
152. Some of the written work at Key Stage 2 is below that which might be expected of pupils of this age. However, there is some attractive art work that has resulted from organised excursions to the mosque and studies of Islamic art. For example there is an attractive stained glass window outside Year 6 classroom and some fine silk screen prints of an old Muslim burial grave monument on display.
153. Seven-year-olds reach a good standard of understanding about the three different faiths although the standard of written work is low for their age. However, pupils are

recording their knowledge and understanding on worksheets in their notebooks. The quality of learning at Key Stage 1 is good because in all the lessons a bi-lingual assistant partners the class teacher to explain the stories as they occur in the Quaran, the Torah and the Bible. For example, pupils in a Year 2 class retold the story of Moses that they had learned from both the Quaran and the Bible. One enthusiastic pupil explained in breathless excitement how “The seas parted just in time for Moses and the Israelites to pass through safely”.

154. Pupils recognise religious characters, symbols, events and celebrations. They appreciate the unity of the family and the need to trust each other and to be worthy of that trust themselves. The good attitudes learned in the classroom are seen as pupils discuss their experiences and their feelings in the playground, the dining hall and around the school.
155. All groups of pupils benefit, including those with special educational needs and the higher attaining pupils, because they work together in unity and harmony. For example in Year 5 pupils discuss the dilemma of Joseph when he decides to forgive his brothers for throwing him in a pit and leaving him to die. A delicious sparkle of humour enlivens the lesson as the pupils learn how Joseph teased his brothers by placing the silver cup in Benjamin’s sack. This little trick, as Joseph welcomed his brothers into Egypt, delighted the pupils. Pupils are encouraged to examine their own lives and to find examples of ways in which they can be generous and forgiving to each other.
156. The quality of teaching is good at both key stages. The team teaching shared between class teachers, bi-lingual language teachers and the learning support assistants has a direct impact on the pupils’ learning. The results are sometimes outstanding. The well-organised provision for pupils with English as an additional language and an improved supply of books and artefacts since the previous inspection ensures the good progress of all pupils in their religious education studies.