

INSPECTION REPORT

CHOBHAM ST LAWRENCE C of E SCHOOL

Chobham, Woking

LEA area: Surrey

Unique reference number: 125168

Headteacher: Mrs Diana Linfoot

Reporting inspector: Mrs Barbara E Parker
22261

Dates of inspection: 31st January – 4th February 2000

Inspection number: 190196

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bagshot Road Chobham Surrey
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Telephone number:	01276 858336
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P A Bazire
Date of previous inspection:	28/10/96 – 31/10/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Barbara E Parker Registered inspector	Children Under Five Mathematics Art Music	School characteristics and effectiveness Results and achievements Teaching Leadership and management Further improvement
Pamela Goldsack Lay inspector		Attitudes, values and personal development How well the school cares for its pupils Partnership with parents
Carole Jarvis Team inspector	Science Geography History Physical education	Curricular and other opportunities Effectiveness of assessment
Ian Lloyd Team inspector	English Information technology Design and technology Equal opportunities Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chobham St Lawrence is an average sized voluntary aided Church of England school. There are 205 pupils on roll aged 4 to 11. The school draws from the village of Chobham and surrounding areas. Pupils come from a wide range of social backgrounds. A below average number of pupils are eligible for free school meals. There is a high number of pupils with special educational needs and an above average number with Statements of Special Educational Need. Pupil mobility is high and eight per cent of the pupils are traveller children. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

Chobham St Lawrence is an effective school with a good ethos. The school provides a good atmosphere for learning and promotes pupils' personal development well. Teaching is sound with some important strengths and because of this, the standards pupils achieve are satisfactory overall and sometimes good. The head teacher, staff and governors work together well to improve the school and raise standards. The school provides sound value for money.

What the school does well

- Standards in reading, art and music are high by the time the pupils leave the school. Pupils' speaking skills and their use of technical vocabulary are promoted well.
- The needs of the higher attaining pupils are met very effectively. Pupils with special educational needs are supported well and make good progress towards their targets.
- Relationships and pupils' personal development are very good because of the very strong emphasis placed on promoting pupils' social and moral development.
- There is an extensive range of out of school clubs and activities, which are enthusiastically supported and contribute considerably to pupils' learning and personal development.
- The contribution made by support staff and parents in lessons enhances learning well.
- The well being of all pupils is an important focus for staff and governors and because of this pupils are well cared for.
- The school is well led and managed.

What could be improved

- The implementation and use of the schemes of work for mathematics, science and information communication technology.
- The day-to-day assessment and recording of what pupils know, understand and can do and the use of this information to plan and adapt work to meet the needs of all pupils at all times.
- Pupils' awareness of the ethnic and cultural diversity of British society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in October 1996. Although they dropped in 1999, standards have risen overall in Key Stage 2, with the number of pupils reaching the higher level in English and mathematics increasing between 1996 and 1998. Schemes of work are now in place for all subjects, although the implementation of the schemes for mathematics, science, and information communication technology is at times ineffective in some classes. The monitoring and evaluation of teaching has improved and because teachers are clearer about what does and does not work in lessons, teaching is more effective and better than it was. Lesson pace has improved greatly and teachers' management of pupils' behaviour is now very good. Although a lot of work has been done to improve and refine assessment procedures, assessment is not, in some classes, rigorous enough or used consistently enough to inform teaching and learning on a day-to-day basis, and more work needs to be done on this.

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	B	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	B	B	E	E	
Science	B	B	D	E	

The results of the 1999 tests for 11 year-olds indicate that standards are average in English and below and well below average in mathematics and science. However, up until 1999, the trend in standards was one of improvement, with results rising steeply in English and mathematics from well below average in 1996 to above average in 1998. Although they fluctuate, standards in science have improved overall since 1996. However, in 1999, test results were depressed when more pupils than usual failed to reach expected levels in mathematics and science and few reached the higher level in all three subjects. Although it was a similar picture in comparison with similar schools, local education authority analyses and evidence from the inspection show that these pupils were a low attaining group based on their attainment at the end of Key Stage 1. Nevertheless, the school has implemented several changes to their curriculum, and pupils in the current Year 6 are now achieving expected levels for their age. Standards are as high as could be expected and the school is on course to meet or exceed its targets. The attainment of the children in the reception class meets the expectations of the Desirable Learning Outcomes by the time the children are five, and standards in Key Stage 1 are broadly average. Standards in reading, art and music are high by the time the pupils leave the school. Pupils' knowledge and understanding of artists and their works are good, and their use of musical vocabulary is exceptional.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to learning. They enjoy school and sustain good concentration in lessons.
Behaviour, in and out of classrooms	Pupils are well behaved. They have a good awareness of the need to behave appropriately and they understand and accept the consequences of their actions if they do not conform to the school rules.
Personal development and relationships	Personal development is good. Pupils are polite and trustworthy and treat others and equipment with respect. They get on well with their classmates and adults.
Attendance	Satisfactory. Although there is virtually no unauthorised absence, children from the traveller community have a low rate of attendance and a number of pupils go on family holidays during term time.

Pupils' attitudes and values are a strength. Chobham Primary is an orderly community with a calm, purposeful atmosphere and a good environment for learning. Pupils work hard and are keen to do well. Excellent procedures are in place for promoting good behaviour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.

Forty-four lessons were seen; 95 per cent were satisfactory or better; two per cent were very good; and five per cent were unsatisfactory. Teaching and learning are sound overall in English and mathematics and in all other subjects inspected. The skills of literacy and numeracy are effectively taught during lessons in English and mathematics and through work in other subjects. Word skills are particularly well taught. The teaching of pupils with special educational needs is good.

Teachers manage pupils very well. Lessons are well structured and move at a brisk pace. Support staff and parent helpers contribute effectively to pupils' progress, and homework extends learning successfully. Teachers usually divide pupils into higher and lower attaining groups. Their expectations are high and they successfully meet the needs of the highest attaining pupils in the class well. They do not, however, always build successfully on the previous learning of the rest. Their day-to-day assessment lacks rigour and they are not always sure about what these pupils need to learn next. Consequently, schemes of work are not always implemented effectively and work is inappropriate for some of the pupils some of the time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a very good range of after-school and lunchtime clubs, visitors to school, and visits to places of educational interest.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs and traveller children, giving them good access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school and contributes significantly to good behaviour and very good relationships. Moral and social development is very good, but there is insufficient provision to ensure that pupils develop an appropriate awareness of the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Very good. Excellent procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour.

The school works hard to maintain its good partnership with parents. This has a positive effect on pupils' learning and the life of the school as a community. Parents are invited to help in classrooms, attend curriculum information evenings, and help their children with work at home. The very good range of extra-curricular activities and instrumental tuition contribute significantly to pupils' personal development and their attainment and learning in all subjects, but particularly in music and physical education. Although the procedures for assessing pupils' attainment at the end of each year are used well for targeting particular pupils, teachers do not use day-to-day assessment rigorously enough to adapt work to suit all of the pupils all of the time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head and senior managers give good direction to the work of the school. They are supported well by subject co-ordinators and governors who are all very clear about where the strengths and weaknesses lie and how to address them.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are fully committed to the work of the school and to raising standards. They are involved in classrooms and have a good working understanding of what is going on in the school, mainly through their teaching observations and their work with subject co-ordinators.
The school's evaluation of its performance	Good. Regular analyses of test results and pupils' learning and progress provide the staff and governors with a valuable insight into areas for development.
The strategic use of resources	Effective. Funds are appropriately allocated to, for example, special educational needs and staff training and the school provides sound value for money.

Staffing and learning resources are satisfactory. Accommodation is good. Governors are committed to high standards, but place equal importance on pupils' social and moral development. Appropriate delegation of responsibility takes place. Staff development is good and the staff are well prepared for their work with pupils. Financial planning and administration are good. The governing body ensures best value for money through effective tendering procedures, analysing how its expenditure compares with that of other schools, and evaluating the use of curriculum time and the deployment of staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress their children make in learning and the standards they achieve. • The approachability of the head and staff and the opportunity to contribute to decisions through the parent liaison panel. • The way their children behave well in school. • The range and quantity of work their children are given to do at home. • The good teaching and the way the school expects children to work hard and do their best. • The pastoral care of the children. 	<ul style="list-style-type: none"> • Information on how to measure their children's progress other than at the end of the key stages. • The range of activities outside of lessons. • A very small group of parents feel that the school is not well led and managed.

The vast majority of parents are happy with the school. Inspectors agree with nearly all of their positive comments; teaching is sound overall, but there are areas for improvement that would raise standards further. The school acknowledges the need to give parents more information on the 'expected' levels at the end of the reception class and in Years 1, 3, 4, and 5. The range of lunchtime and after-school activities is very good, contributing significantly to attainment and progress in music, art and physical education. There are times when meetings between staff and pupils to discuss sensitive issues do not take place in total privacy and can sometimes be overheard. Nevertheless, the school is well led and managed and questions and complaints are usually dealt with appropriately. The governing body is introducing new, very clear and detailed complaints procedures so that those parents with concerns know what to do.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 1999 test results for 11-year-olds indicate that standards were average in English and well below average in mathematics and science in comparison with other schools nationally and those with similar characteristics. However, up until 1999, standards were above or well above in all three subjects, there were an above average number of pupils reaching the higher levels and the trend over time from 1996 to 1998 was one of overall improvement. An analysis carried out by the local education authority showed that the pupils taking the tests in 1999 had made the progress expected given their end of Key Stage 1 results. Evidence from the inspection and the school's own analysis supports and confirms this judgement. This was a lower attaining cohort, with few higher attaining pupils, who had shown lower results throughout their time in school.
2. When staff analysed the pupils' answers to the test questions in mathematics and science in particular, they identified several common weaknesses in pupils' attainment. For example, pupils' mental calculation skills and their ability to read and interpret line graphs were under-developed in mathematics; in science, some pupils had been confused by the wording of some of the questions - particularly those around cause and consequence. These issues have been addressed and evidence from the inspection shows that the attainment of the current Year 6 pupils is in line with expected levels in English, mathematics and science. Standards in reading are particularly good. The implementation of the National Numeracy Strategy is already having a positive effect on improving pupils' mental calculation skills. Staff training and enhanced learning resources have improved teacher ability to develop pupils' understanding of pattern in number and to help pupils to add and subtract large numbers. More focus on enabling pupils to predict or explain cause and consequence is helping pupils to draw more secure scientific conclusions.
3. Test results at the end of Key Stage 1 are fairly static over time in reading and mathematics. Although above average in reading and slightly above in mathematics, the trend in standards over time and since the last inspection in 1996 is in line overall with the national trend. Results in writing had improved from below average in 1996 to well above in 1998, and the number of pupils reaching the higher level in 1999 was well above average. However, the number of pupils reaching the expected level or above was low, depressing standards overall. The main weaknesses were in pupils' extended writing, which lacked sufficient detail about the setting and plot of the story and the characters involved. The introduction of the National Literacy Strategy had decreased the pupils' time and opportunity to write stories and accounts, and standards fell as a result. The school successfully addressed this issue and pupils in Year 2 are now attaining appropriate levels for their age.
4. The most recent baseline assessments indicate that children's attainment on entry to the reception class is broadly average, with their personal and social and speaking and listening skills better developed than their writing skills. Children's learning is appropriately developed in the reception class so that by the age of five, most pupils are attaining the Desirable Learning Outcomes in all areas of learning. Their personal and social and speaking and listening skills are well developed and their learning in writing is particularly good.

5. The school analyses and monitors pupils' progress across the school. They set realistic and sufficiently challenging targets, in consultation with the local education authority, for the number of pupils attaining the expected level and above in Year 6 each year in English and mathematics. These targets are based on pupils' attainment on entry, their performance in lessons, and their improving attainment shown in the optional tests at the end of Years 3, 4 and 5. Literacy and numeracy standards are as expected, given the pupils' attainment on entry. Both subjects are promoted satisfactorily in English and mathematics lessons as well as through other subjects, such as science when writing about their experiments and design and technology when measuring materials. The school is on course to meet or exceed this year's targets in both subjects.
6. Standards are high in art and music, mainly because of particularly good teaching in music, and pupils' concentration and good attitudes to learning in art. The promotion of technical vocabulary in both subjects is strong and heightens pupils' understanding of the subjects. By the time they leave the school, pupils' knowledge and understanding of different artists and their use of artistic vocabulary are particularly good. The provision of after school and lunchtime music clubs enhances pupils' musical skills well. Pupils' musical language is well developed and their explanations of how improvements can be made, for example to their compositions of 'travel' music, are clear and appropriate. Standards are in line with nationally expected levels in all other subjects inspected.
7. The school's and the local education authority's analyses show that over the last few years, based on their prior attainment, pupils have made expected progress overall by the end of both key stages. The higher and brighter average attaining pupils do particularly well. Teachers have high expectations for the brighter pupils in the school and because of this and the demands they make on these pupils, more pupils at Chobham than in other schools usually achieve the higher levels. This is a marked improvement since the last inspection, when the provision for the higher attaining was generally unsatisfactory. Pupils with special educational needs are well supported in lessons and withdrawal sessions and because of this, they make good progress towards their learning targets. Many move off the special educational needs register over time, after making measurable improvements to overcome their specific difficulties. Traveller children achieve satisfactory standards given their starting points and short periods of non-attendance. They are supported well in lessons by the staff and the support services teacher.

Pupils' attitudes, values and personal development

8. Pupils' have a very positive attitude towards all aspects of school life. They exhibit good behaviour and respond well to the school's provision for personal development. There has been good improvement in these areas since the last inspection and these features are now strengths of the school.
9. Pupils across the school are willing learners and are keen to do well. They are interested in their lessons, particularly when the teaching is well planned and offers challenging work. During the inspection, pupils in Year 4 were seen at their best during an exciting music lesson where they worked productively on their creative compositions. At the end of lessons, pupils are eager to present their work and express their own preferences and ideas. Good discussions were seen to promote learning, particularly at the end of literacy and science lessons. Pupils like school and their enthusiasm is reflected in the high rate of participation in the many extra-curricular clubs. Pupils take homework seriously; they understand how it helps them with their work in school and complete assignments as required.
10. Pupils are well behaved. They respond well to the school's well-structured approach to discipline. There is a calm, purposeful atmosphere and this has created a good environment for learning. Pupils move around the school confidently, and older pupils are

able to work in groups without ongoing direct supervision. Pupils are polite and trustworthy and treat the buildings and equipment with care. The staff are consistent in their approach to discipline and know the pupils very well; this is a significant factor in the high standard of behaviour achieved. Pupils support the school rules well and clearly know what is expected of them. They are very proud of earning merit badges, which are awarded for high levels of self-discipline. Lessons in personal, social and health education, and assemblies, help pupils explore the importance of good behaviour and develop an awareness of the consequences of their actions. There have been no exclusions over the last reporting year.

11. Pupils are friendly with adults and each other and relationships in the school are very good. The school is successful in promoting tolerance and respect for one another by example and through discussion. All pupils, including those from different social and economic backgrounds and with special educational needs, work and play harmoniously. For example, during a lesson in gymnastics, a group of boys in Year 5 helped a classmate who was having difficulty on the apparatus and made sure that he was not made to feel embarrassed. The head teacher plays a leading role in celebrating the talents of all pupils.
12. Personal development is good and pupils appropriately assume more responsibilities as they become older. Younger pupils clear up after their activities and take pride in delivering class registers to the office. Year 5 pupils act responsibly as computer and cooking monitors and help tidy books. Year 6 pupils can be selected as captains and vice-captains and they take their duties seriously. Pupils take part in charity fund raising. The School Council enables representatives from each class to meet and discuss their views on school activities - they are currently instigating the decoration of the school toilets. The 'Buddy System' ensures that younger pupils and new arrivals to the school are not left to play on their own.
13. Traveller children and pupils with special educational needs are well integrated into the school community. They form good relationships with teachers and other pupils. They become involved in the daily routines of the school, have positive attitudes to learning and show pride in their achievements. Pupils with behaviour difficulties are influenced for the better by the positive atmosphere that the school creates.
14. Attendance is satisfactory and there is virtually no unauthorised absence. Sessions begin promptly, and with few exceptions pupils arrive on time each morning. The school's rate of attendance is kept to average levels because some of the pupils from the travellers' community have a markedly lower rate of attendance and a number of other pupils go on family holidays during term time. Statutory requirements are fully met.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is sound overall across the school, in all subjects, and for children under five. Teaching has some important strengths and there has been good improvement made since the last inspection in 1996 when the quality of teaching was unsatisfactory, with significant weaknesses in teachers' management of pupils' behaviour. Too often, the needs of the higher attaining were not met and tasks were unclear or lacked challenge. Pupils were not given timescales in which to complete their work and inappropriate use of time led to slow lesson pace and insufficient progress. The school has worked hard on these issues through their monitoring and evaluation of teaching and the provision for staff training, and all of them are now strengths in teaching.
16. Teachers throughout the school manage pupils' behaviour very well. For example, during a Year 3 mathematics lesson when three pupils were talking whilst the teacher was explaining something, she remained very calm. She quietly but very firmly gave the pupils the choice of "either one of you move, or all of you refocus". Two moved immediately, the

pupils were drawn back on task and resumed concentration, and the lesson continued without any significant interruption.

17. Teachers have very good relationships with their pupils; they know their pupils well and praise them effectively. Consequently, pupils enjoy school and work hard. Teachers' explanations are clear and because of this, pupils know what they are expected to do and the amount of time they have to do it in. For example, during a Year 1 English lesson, the teacher gave very precise instructions about inserting commas and reminded the pupils at regular intervals how long they had left. This added a sense of urgency to the task and increased pupils' motivation successfully.
18. The needs of the brighter pupils are met well, particularly in mathematics when pupils are divided into two attainment sets. The pupils in the group containing the higher attaining and brighter pupils from the average group are expected to work at the higher level, challenging the higher attaining amongst them appropriately and the average attaining well. For example, in a lesson in Year 2, when pupils worked on making up amounts to two pounds using different coins, the brighter pupils in the group found the work challenging and the others found it hard, but not insurmountable. However, the rest of the pupils in the class are not always appropriately challenged. Teachers usually divide pupils into two attainment groups. The work the average and lower attaining pupils are set does not always match their assessed needs, being based, for example, in mathematics on work from the scheme rather than on their assessed needs.
19. The teaching of pupils with special educational needs is good. The majority of specialist teaching takes place in pupils' own classrooms where pupils receive effective support from teachers, adult helpers and appropriately trained support assistants. Class teachers have good regard to pupils' individual learning targets in lessons, and pupils are occasionally withdrawn on an individual basis to work on specific skills that have been identified in their Individual Education Plans. In these sessions, the quality of teaching is good.
20. The teaching of children under five is sound overall. The teaching of personal, social and writing skills, and phonetic understanding is good. There is a range of interesting activities to teach letter sounds, such as matching, as a whole class, objects to sound cards. The staff encourage children to form their letters and position them on the page correctly. As a result, children's writing is neat and tidy and spelling is often correct; sentences are sequenced well. Because the staff have a sound understanding of how young children learn through experience, they give them interesting activities to build their skills, such as following instructions from attribute cards to 'dress' teddies. Numeracy skills are taught satisfactorily and consequently, children's mathematical skills are developed appropriately. There are times, however, when the work is over-directed and children's creative skills in particular are under-developed, such as when they all make the same model or collage. Lessons are very structured and whilst this provides security for the children, the lack of interesting things around the room for the children to observe and explore freely limits learning unnecessarily. Nevertheless, the room is appropriately linguistically and mathematically stimulating, with good examples of language, in the form of labels and captions, around the walls to develop children's literacy and numeracy skills.
21. Literacy and numeracy are taught satisfactorily across the rest of the school. There is an average amount of time allocated to teaching English and, since the low results in 1999, an above average amount of time to mathematics. The national strategies in literacy and numeracy are effectively implemented and both are already impacting on raising standards, particularly in literacy where the strategy has been in place longer. Lesson structure is good and staff are far more confident than they were at teaching reading and phonics and mental arithmetic skills. There are satisfactory opportunities for pupils to develop literacy and numeracy skills through their work in other subjects. For example, in history Year 2 pupils research the plague of 1665 and rewrite the story of Eyam, and in

music they count the beats in bars and length of notes.

22. The teaching of technical vocabulary is particularly good across the school. Teachers use good examples of Standard English when talking with the pupils and technical terms in, for example, music. They and the pupils talk confidently about, for example, 'dynamics', 'duration' and 'movements' in performing and composing lessons. In mathematics, one teacher asked Year 3 pupils, when exploring patterns in adding and subtracting odd and even numbers and making tile patterns "does that meet the criteria then?" Because they speak so naturally to pupils and without limiting the words they use, pupils reply in the same manner. They use technical terms well when talking about their work and describing what they have learnt.
23. The provision for homework is good. Pupils throughout the school are set work to do at home and pupils in both key stages feel that it helps them with their work. The amount increases as the pupils move through the school. The work is mainly English and mathematics based, such as spellings and tables, but pupils in Year 6 are also asked to complete research at home, which they find interesting and which helps them with their learning in class.
24. The rate and pace of learning is satisfactory across the school. Pupils have good attitudes to learning. They work hard and their effort, interest, and concentration contribute very effectively to the standards they achieve and the progress they make. Pace of learning is sometimes slowed for some of the pupils some of the time, when the unsatisfactory quality and ineffective use of on-going day-to-day assessments results in a changing minority of pupils in some lessons being given work to do which is either too easy or too hard. Schemes of work in science, mathematics and information communication technology are used inconsistently across the school: pupils' learning is interrupted unnecessarily in science in Key Stage 1 and in mathematics, pupils are sometimes given work which does not build systematically on their previous learning. The implementation of the information communication technology scheme is inconsistent and different teachers teach programmes of study in different depths.

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

25. The school has effectively addressed the weaknesses identified in the previous inspection. There are now appropriate policies and schemes of work for all subjects and an overall curriculum plan, which provides a broad, balanced and relevant curriculum for children under five and pupils in Key Stages 1 and 2. The curriculum successfully provides opportunities to meet the interests and aptitudes of all pupils, including children under five and those with special educational needs. It meets statutory requirements to teach all of the subjects of the National Curriculum. Subjects have an adequate allocation of time. This ensures there is an appropriate emphasis on literacy and numeracy and an effective balance of other subjects.
26. The school has successfully implemented the National Literacy Strategy and it is already having a positive impact on pupils' learning. More recently, the school has introduced the National Numeracy Strategy satisfactorily. It is improving pupils' mental arithmetic skills and has increased teachers' confidence.
27. The curriculum provides good equality of access and opportunity for all pupils to learn and make progress. Traveller children have full access to the curriculum and make appropriate progress, despite their short periods of absence. Pupils with special educational make

good progress. Withdrawal sessions are kept to a minimum and wherever possible, pupils receive support from assistants or adult helpers during normal lessons.

28. The range and number of extra-curricular activities is a strength of the school. Pupils have opportunities to take part in several music clubs, including choirs, the orchestra, bell plates and recorders. Teams for football, netball, rounders, athletics, and swimming successfully compete against other local schools. Art, French, and the Mind Games club add further opportunities for pupils. This very good provision enhances pupils' learning well, particularly in music and physical education, and makes a significant contribution to pupils' personal and social development. A wide range of visits out of school, for example to museums, places of historical or geographical interest and residential trips, enriches the curriculum further.
29. A well-planned programme for personal and social education, taught mainly through science, provides appropriate opportunities for pupils to learn about health issues, sex education and the dangers of drug misuse. The programme encourages pupils to make personal choices and take decisions.
30. The school has effective links with the community and partner institutions. There are good links with the local church and regular visits from the Vicar and other members of the church community. Pupils visit local businesses and industry to enhance the curriculum and the school receives support from them, such as a donation of computers. Sports tournaments, the musical festival, and a choir competition with other primary schools in the area, enrich the curricular opportunities available for many pupils. The school is in the process of setting up an Internet link with another primary school. Effective links with a local special school enhances the support given to pupils with special educational needs. The school gives good support to the high number of pupils entering the school throughout the school year by effective use of records from other schools.
31. The provision for pupils' spiritual development is good. In assemblies, spiritual themes are covered in a way that is accessible to all pupils. For example, the qualities of light were used to illustrate the concept of Jesus as the light of the world. In art and music, pupils are encouraged to express their feelings about particular works and in mathematics, there is a sense of awe and wonder as number patterns are discovered. When pupils study the 'flight into Egypt' in religious education, they are encouraged to imagine how a refugee might feel.
32. The school makes very good provision for pupils' moral and social development. Themes of right and wrong are covered in personal and social education and reinforced well in the daily life of the school; in religious education and English, pupils encounter stories about moral issues. Pupils in Key Stage 1 are encouraged to think about moral issues in class discussions, such as, "imagine what it would be like if anybody could do as they pleased in the playground". Older pupils are introduced to topical moral dilemmas. For example, in English, pupils are stimulated to produce a piece of persuasive writing to argue the pros and cons of constructing a new housing estate in their village. Social development is very good. Key Stage 1 teachers explore the theme of 'friendship', and study the 'all about me' project materials in personal and social education. Key Stage 2 pupils follow a similar programme for older children called 'Learning to be you'. There is a range of books on display in the chapel with titles such as 'Bullying', and 'Showing off'. However, the strongest influences on social development are the caring community values such as tolerance, understanding and respect for others that permeate the life of the school.
33. Provision for cultural development is satisfactory overall. Pupils have ample opportunities to learn about their own culture through history, art, music and traditional stories. The numerous visits that are made out of school and the wide range of extra-curricular activities that are available enhance this provision further. Religious and secular festivals

are celebrated throughout the year. Through art, dance, story and the study of other countries, pupils gain a fair understanding of the variety of different cultures around the world. There is a school project to sponsor an Ethiopian child through school. Pupils and friends send back postcards to the school from all around the world and these experiences raise pupils' awareness of other places and cultures in a very personal way.

34. There are some opportunities for pupils to learn about other cultures in British society. In religious education lessons, pupils study Islam and Judaism and they visit places of worship. In some classes the differences in lifestyle between travelling and non-travelling families are sensitively discussed and acknowledged. However, the development of pupils' understanding of Britain as an ethnically and culturally diverse society is unsatisfactory and this aspect remains a weakness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a very supportive environment for all of its pupils and this is valued by parents. Overall, there has been sound improvement in this area since the last inspection. The staff are very well aware of pupils' physical and emotional needs and this enables them to provide a high level of support for all pupils. However, they are less secure in monitoring and recording pupils' day-to-day achievements and using the information to plan different work for different attaining pupils, relying too much on the schemes of work in mathematics and science in particular. The current short-term assessment arrangements are under-developed and staff lack guidance on how to measure, record, and use information about pupils' learning on a day-to-day basis. A new assessment co-ordinator has been appointed and assessment procedures are identified as a current priority for development.
36. Nevertheless, the procedures for assessing pupils' attainment and progress over time in English, mathematics and science are effective. A range of assessments, including baseline, statutory tests, and the optional tests from the Qualifications and Curriculum Authority, are used well to monitor pupils' progress. The school uses the results of these assessments to confirm or identify pupils with special educational needs and the higher attaining pupils. Teachers set targets for both groups of pupils and consequently, meet their needs well. Pupils with special educational needs are identified early. They are monitored closely by the special need co-ordinator and their progress recorded in detail. Consequently, their needs are met well in lessons and withdrawal sessions and they make good progress.
37. The assessment and recording of attainment from lesson to lesson in all subjects are inconsistent. Although teachers know their pupils well, their assessments lack rigour and records do not provide sufficient information to inform lesson planning. Teachers use the schemes of work to guide them in their curriculum planning. This is effective for English as the National Literacy Strategy ensures teachers plan work to meet the needs of pupils of different levels of attainment. However, teachers do not always adapt other schemes of work to meet the different needs of all pupils, particularly in mathematics and science, or to build successfully on previous skills in information technology. Teachers often plan work to meet the needs of only one or sometimes two groups in the class. As a result, work may lack challenge or be too challenging for some groups of pupils. Pupils' progress is variable and a small number of pupils in some lessons, particularly from the average ability group, do not always make the progress or achieve standards of which they are capable. The assessment and marking policies provide insufficient guidance for teachers to make rigorous and useful assessments. The review of both policies is a priority identified in the school development plan.
38. Class teachers monitor the individual talents and social needs of pupils very well and strengths and weaknesses in pupils' personal development are shared with parents in the

annual end-of-year reports. The head teacher monitors this information carefully each term and uses it very effectively to promote pupils' attitudes and behaviour in school.

39. The school's procedures to monitor and promote good behaviour are excellent. The clear and specific behaviour policy is well known by pupils, who support the school rules conscientiously. The system works successfully as teachers and support staff apply sanctions and rewards consistently and thus pupils know where they stand. This whole-school approach to discipline reflects good improvement since the last inspection.
40. Procedures for monitoring and improving attendance are very good. The school provides consistent encouragement to parents regarding the importance of prompt, regular attendance. The school maintains a good link with the Travellers Support Advisory Service and this has helped recently to promote better attendance among traveller children. Class registers are kept to a high standard and statutory requirements are fully met.
41. The arrangements for child protection meet legal requirements. The head teacher is the named teacher with responsibility in this area and is supported well by the special needs co-ordinator. The school follows the local authority's guidelines and members of staff are informed regularly about procedures. Pupils are provided with a high level of protection because the staff know them so well.
42. The school takes great care to ensure the health, safety and well being of all its pupils. The governors' health and safety committee conducts regular risk assessments of the site and ensures that safe practices are followed as a matter of routine. The school benefits from the high level of specialist knowledge that this committee provides. Pupils take care to act responsibly in physical education lessons and they move around the school sensibly. There are good established routines in place to care for pupils with asthma and other chronic ailments. Despite the absence of a medical room, pupils who become ill at school are well cared for. The school makes effective use of a wide range of outside support agencies to offer assistance for pupils and their families.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Overall, parents have a positive view of the school. The school has maintained its good link with parents since the last inspection. Members of both teaching and support staff are friendly and easy to approach. The school maintains an 'open door' policy to encourage parents to come forward and discuss any concerns about their children.
44. There is a very small group of parents who are unhappy with the way the school is led and managed. There are times, for example, when conversations between staff, and staff and pupils, about sensitive issues do not take place in total privacy. Governors always offer to meet with parents to discuss their concerns. However, although the governors listen to them, they do not always deal with them to the satisfaction or liking of some of the parents. Some of the comments some parents have made, however, are very personal and the governors have had to be very careful not to be diverted from the school's priorities. Inspection findings show that the school is generally well led and managed and that senior managers listen to and have serious regard to parental concerns. They accept the issue about privacy rights and, in an attempt to improve the arrangements for dealing with parental complaints further, have introduced new procedures, which are well thought out and appropriately detailed and are currently being trialled.
45. The quality of information provided for parents is good. The prospectus and governors' annual report to parents includes all of the required information. Regular newsletters regarding school activities are informative. There are regular meetings between parents and teachers to discuss pupils' progress. Each term parents are informed about the curriculum their children will be studying during an induction meeting. This helps to enable

parents to support learning at home. Communication is also promoted through the 'parent liaison panel'. Representatives from each class meet regularly with the head teacher to raise issues and express the views of parents. Pupils' end-of-year progress reports meet requirements. They contain specific information on pupils' progress in English, mathematics and science. However, the reporting in other subjects is often too brief and descriptive and does not adequately inform parents about what their child has learned and can do. Parents of pupils with special educational needs are invited to attend progress review meetings; their response is generally good.

46. Parents make a good contribution to their children's learning at home. A large majority of parents read at home with their children and this helps to support standards in attainment. The school benefits from the fund-raising activities of the 'Friends of Chobham St. Lawrence School Association'. The large committee of well-organised parents hosts a wide range of activities throughout the year. Funds are used to provide extra equipment and help to offset the cost of running the school swimming pool. Without this assistance, the swimming programme would be less extensive. The staff welcome parents' help in school, particularly their worthwhile assistance with reading, number games, library, swimming and crafts on a regular basis, contributing effectively to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is well led and managed. The head teacher, staff and governing body are fully committed to raising standards and have successfully improved overall standards since the last inspection in 1996. Brighter pupils do better in particular. Staff and governors analyse baseline assessments and end of key stage test results carefully. They identify pupils who, although achieving the nationally expected levels at the ages of five and seven, could reasonably be expected to attain the higher levels by seven and eleven. Because of this, teaching is effective in meeting the needs of the brighter pupils; teachers' expectations are high and more than the national average number of pupils usually attain the higher level by the end of both key stages. The management of special educational needs is good. Pupils with special educational needs are identified early. They are supported well and consequently make good progress towards their individual learning targets.
48. The monitoring of teaching and learning is good. Consequently, teaching has improved significantly since the last inspection, when it was unsatisfactory overall. The head teacher, governors, and subject co-ordinators observe and evaluate lessons throughout the school and across subjects. Because the head teacher and subject co-ordinators have a secure understanding of what does and does not work in teaching, staff development is effective, and teachers have some idea about what to do to improve their teaching.
49. School development planning is good. The targets prioritised for development are relevant to the needs and circumstances of the school. For example, the school knows, from their analysis of results and their lesson observations that some of the lower-average attaining pupils do not always make the progress they could. Because of their evaluation, they have identified assessment as an area for development in the school development plan.
50. The governing body fulfils its statutory responsibilities fully. Finances are managed well. The administration officer maintains good records of expenditure; systems are unobtrusive and use a minimal amount of time, allowing staff to get on with their work with pupils. The governors have a very clear picture of the financial circumstances of the school and plan their spending carefully in order to fund developments and maintain standards and curriculum quality. They seek best value for money through appropriate tendering processes and evaluating the effectiveness of their decisions and expenditure on overall standards. They hold the school accountable for what it does and focus appropriately on what, why and how. Grants are used appropriately for designated purposes such as

special educational needs provision and staff development.

51. Staff and governors work together well, aware of their respective roles. Responsibilities are delegated appropriately and staff and governors with management responsibilities contribute effectively to development and school improvement. Most co-ordinators effectively evaluate and subsequently report on the strengths and weaknesses in their subjects and produce an effective two-year development plan for improving teaching and learning in their subjects.
52. Accommodation is of a good standard and supports the effective delivery of the curriculum. Most classrooms are spacious and the addition of conservatories to outside doors provides additional space. Although the Year 6 classroom is cramped, there are other spaces nearby - a quiet chapel area and a study room - which are well used. There are numerous ancillary rooms equipped for special activities such as craft, music and television. There is a large hall and a small hall and both are suitable for indoor games and physical education, as well as providing space for assemblies and music making. The outside environment is equally stimulating. There are separate playgrounds laid out with interesting features, an adventure playground and a swimming pool. There are gardens with beehives and fruit trees and a wilderness area, which contains mixed meadow, shrubbery and woodland. There is a pond which pupils use for 'pond-dipping' and bird nesting boxes and feeding stations which can be observed from a spacious hide. The provision for outdoor activity for children under five is satisfactory, although the area is small and rather barren compared with the other play areas.
53. The number, qualifications and experience of teaching and support staff match the demands of the curriculum. All teachers are primary trained and there is an appropriate range of subject expertise. There is appropriate support for newly qualified teachers. All teachers attend a wide range of in-service training courses, concentrating most recently on literacy and numeracy. In addition, supply cover has been bought in to allow for curriculum development within the school. Support staff have also attended a range of training to develop their own skills. Learning resources are adequate for the school's curriculum and the range of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should now:

- (1) improve the procedures for and use of assessment by:
 - a) accurately measuring and recording what individual pupils learn through, for example, the use of simple assessment check lists which highlight the key learning targets of a lesson or series of lessons;
 - b) using assessment information more effectively to plan new learning targets for individuals or groups of different attaining pupils;
(Paragraphs 24, 37, 55, 83, 90)
- (2) improve the teaching and learning of mathematics, science and information communication technology by: adapting the scheme of work for science in Key Stage 1; and implementing the schemes of work for mathematics and information technology more consistently across the school;
(Paragraphs 24, 37, 82, 86, 108)
- (3) improve the pupils' awareness of the diversity of British society by creating opportunities within the curriculum to learn about people from different ethnic and cultural backgrounds living in Britain;
(Paragraphs 34,115)

The following have been identified as weaknesses which are not included in issues for action, but which should nevertheless be considered by the school:

- a. conversations about sensitive issues between staff, and pupils and staff do not always take place in private and can sometimes be overheard (paragraph 44);
- b. limited opportunities for pupils in Key Stage 1 to listen to and comment on music (paragraph 114);
- c. limited opportunities of children under five and pupils in Key Stages 1 and 2 to develop their creative skills in design and technology (paragraphs 20. 58, 61, 95, 96, 98);
- d. pupils' use of shading to add depth and three-dimensional aspects to their pencil drawings (paragraph 93);
- e. use of computers for drafting and redrafting work in Key Stage 1; pupils editing skills in Key Stage 2; and pupils use of technology to control models throughout the school (paragraph 109);
- f. Inconsistencies in marking and its usefulness in informing improvements to pupils' work (paragraph 74).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	2%	29%	64%	5%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		205
Number of full-time pupils eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		75

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	13
	Girls	12	12	12
	Total	24	22	25
Percentage of pupils At NC level 2 or above	School	83 (80)	76 (83)	86 (94)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	13	14
	Girls	12	12	12
	Total	22	25	26
Percentage of pupils At NC level 2 or above	School	76 (83)	86 (95)	90 (97)
	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	15	22	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	12
	Girls	17	12	12
	Total	29	21	24
Percentage of pupils at NC level 4 or above	School	78 (69)	57 (66)	65 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	15	16	16
	Total	26	29	30
Percentage of pupils At NC level 4 or above	School	71 (73)	78 (79)	81 (86)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	190
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	25
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	189

Financial information

Financial year	1998/99
	£
Total income	409027
Total expenditure	399999
Expenditure per pupil	1810
Balance brought forward from previous year	-920
Balance carried forward to next year	8108

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	15	6		
My child is making good progress in school.	71	23	4		2
Behaviour in the school is good.	56	38	4		2
My child gets the right amount of work to do at home.	52	38	6	2	
The teaching is good.	67	29	2		2
I am kept well informed about how my child is getting on.	60	21	13	4	2
I would feel comfortable about approaching the school with questions or a problem.	69	19	8	4	
The school expects my child to work hard and achieve his or her best.	75	25			
The school works closely with parents.	65	17	15	2	
The school is well led and managed.	65	15	6	13	
The school is helping my child become mature and responsible.	77	21		2	
The school provides an interesting range of activities outside lessons.	50	33	4	8	6

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

55. All of the fifteen children under five are taught in the reception class. The youngest children - mainly those who are not yet five - attend the morning session only. Sufficient progress has been made since the last inspection. Standards have been maintained overall and writing is promoted more effectively than before, with some good results. There is still work to be done, however, on the use of assessment to ensure that tasks match children's assessed needs more effectively. This is in order to avoid the excessive need for adult direction for the lower attaining children to complete the tasks, and over direction for the brighter children who would benefit from working more independently. For example, during creative activities all children practice the same skills regardless of their needs and their models and collages all look the same.
56. Most children in the reception class reach levels expected for their age in language and literacy, mathematics, creative and physical development, and their knowledge and understanding of the world are secure. Children's personal and social skills are well developed because of good teaching in this particular area of learning. Children are given time, opportunity and good encouragement to talk to each other and adults. They are required to work at group and sometimes whole class tasks, such as sorting objects according to their initial sound. They are taught self-discipline well when, for example, following instructions on cards to make bear collages. Talk is valued and encouraged in the reception class and, by the age of five, most children are confident in their relationships with others and in their work. They talk to their classmates and adults enthusiastically about what they are doing and their past experiences in and out of school. They ask questions and explore ideas during, for example, circle time, and show eagerness and determination in their work. Most children select activities independently, but are equally as happy being directed to particular work areas or tables. They enjoy each other's company and share equipment fairly, such as when riding the wheeled toys during outdoor play. Their sense of right and wrong is developed well when playing group games and they take turns appropriately when, for example, matching objects to initial letter sounds.
57. Children's language and literacy skills are appropriately developed and teaching is satisfactory. By the age of five, all children listen attentively to each other during class discussions and many take part in role-play confidently. Their vocabulary is developing well when, for example, telling 'bear stories' to the rest of the class during circle time. They listen to stories with good attention and enjoy books. They know that print is read from left to right and top to bottom. Most children recognise some familiar words on sight and some are starting to use their knowledge of letter sounds to help them read new words. Their writing is good. Many children are attempting to write single letters or words on their own and some write short sentences with adult support, sequencing stories such as 'Goldilocks and the Three Bears' correctly. Their concentration is good and their work is neat. Letters are usually well shaped and appropriately positioned on the page. They use upper and lower case letters correctly.
58. Children's mathematical skills are at an appropriate stage for this time in the school year and for the age of the children. Most children recognise differences in the weight of objects and name, for example, things that are heavier than one of the dolls. They measure height and length using unifix small cubes and draw taller and shorter objects than, for example, the hill Jack climbed. Most children recognise numbers up to 10 and understand addition. They recognise colours and shapes correctly and use this knowledge well to make pictures and patterns. Teaching is sound. There is a wide range of structured

mathematical activities and experiences planned to develop children's mathematical ideas and understanding. Although there are some mathematical questions, objects, games and learning prompts around the room, such as the number line, there are very few interesting displays of objects to enable children to learn in a less structured way through exploration and observation.

59. The teaching of children's knowledge and understanding of the world is sound, and because of this, children's development is as expected for their age. Children are appropriately prepared for their work in Key Stage 1. They learn about the different features of Chobham, and their purpose, when visiting, for example, the local bakery, blacksmith, and Church. They recognise change over time when looking at and drawing, for example, old toys such as dolls and trains. They explore map reading by drawing Goldilocks' journey through the woods to the house of the three bears, putting in the features and plotting the journey carefully and logically. They explore which house is most likely to fall down and why in the story of 'The Three Little Pigs'.
60. Children's physical skills are taught effectively and children enjoy this aspect of their work in particular. The classroom is very large and spacious, and because of this, children develop a good sense of space. They move round the room confidently and use the equipment with developing co-ordination and control, such as when cutting out bear shapes and sticking buttons and bow ties on them. Their scissor control is developing slowly and their pencil control is good. Children enjoy their physical education lessons in the hall. They dress and undress themselves, requiring some help with buttons. They move confidently around the hall and with an appropriate awareness of safety, watching where they are going in order to avoid accidents. They alter their speed and direction when instructed and incorporate simple curls and stretches effectively into their movements. They balance and climb on apparatus confidently and with increasing skill and control. They manoeuvre pedal and wheeled toys around their small playground well, expending energy and avoiding bumping into others.
61. Children's creative skills are appropriately developed. Their drawings are recognisable and their colouring in is developing securely. Children enjoy making things such as models, collages and pictures. Sometimes activities are over-directed, however, stemming children's creative flair. All children usually make the same thing in the same way, such as bears with movable joints using split pins. Whilst these look effective, and the children are very pleased with and proud of the finished product, some of the children are not ready to join using split pins and adults end up putting the models together for them. In contrast, others are under-challenged by so much guidance and would benefit from exploring for themselves different ways to join on the arms and legs and then discussing which way is the most suitable and effective.

ENGLISH

62. Attainment in English is in line with national standards by the end of Key Stage 1 and by the time the pupils leave the school. At ages seven and 11, more pupils than in similar schools reach above the expected level. Inspection evidence and the detailed analysis of baseline assessment and end of Key Stage 1 results by the school and local education authority shows that pupils make the progress expected from entering school to leaving.
63. In the national tests for seven-year-olds, overall attainment in reading at Key Stage 1 has remained consistently above the national average since 1996. Last year, the total number of pupils reaching the expected level was close to the national average. Even so, the number reaching the higher levels was well above the average for similar schools. Results in writing rose steadily during the same period and were well above the national average until last year, when there was a marked decline, although the number of pupils reaching the higher level was again well above the average for similar schools. This decline was

due in the main to the implementation of the National Literacy Strategy, which resulted in less focus on and time and attention being given to developing pupils' extended writing skills. A strong emphasis this year on narrative writing is raising standards in writing.

64. Results in English at the end of Key Stage 2 have improved greatly since the last inspection. Although overall attainment fell last year, due in the main to a lower attaining cohort than in previous years, it remained slightly above the national average. This year, standards at the end of the key stage are in line with national standards overall, with a sizeable group of pupils currently performing at higher levels, particularly in reading.
65. Pupils' proficiency in speaking and listening is strong at both key stages. In the reception class, small group work provides opportunities for adults to act as good language models and to encourage children to express themselves clearly. Focusing on specific language structures is a key feature of this work. In later years, the level of language use develops rapidly and there are many confident and articulate children by the end of Key Stage 1. In Key Stage 2, pupils' vocabulary is extended further and pupils begin to use complex, grammatically accurate sentences. Their reading, the topics they discuss in the classroom, and teachers' good use of vocabulary, plays an important part in this development. For the majority of pupils, Standard English is little different from their everyday speech, so that the range of oral and literacy experiences that the school provides reinforce each other. Pupils with known speech difficulties receive appropriate support from the school's special needs co-ordinator and the speech therapist who visits the school weekly.
66. Standards in reading are sound in Key Stage 1, and good by the end of Key Stage 2. In Key Stage 1, there is a strong emphasis on the teaching and learning of letter sounds and blends. Reception class activities establish a sound foundation for pupils to relate printed characters to speech. The planning of work at Key Stage 1 includes all the main elements from the National Literacy Strategy effectively. Most pupils make good progress as a result of an effective combination of direct teaching of phonics and other support aimed at developing their sight vocabulary. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets. These work towards appropriate long-term targets, such as knowledge of all of the National Literacy Strategy's list of key words for Key Stage 1.
67. The books read by pupils in Key Stage 2 are appropriate to their interest and level of attainment. The range of reading material is extended appropriately as the children move through the school, and more able readers are able to choose books freely. While lower attaining pupils still interpret their reading literally, average and higher attaining pupils have a rapidly growing understanding of figurative language. For example, they are beginning to appreciate the subtleties of humour in good quality children's fiction. By the end of the key stage, most pupils know how to find information in non-fiction books. They understand how books are arranged in libraries and how 'contents' and 'indices' can point the way to specific information.
68. Standards in writing are broadly average in both key stages. In reception, all pupils are taught the skills of letter formation well as they begin to understand the sounds of particular letters. Throughout Key Stage 1, letter combinations and common spelling patterns are stressed. Although, by the end of the key stage, a few pupils are still having difficulty with letter formation and intelligible spelling, the majority have mastered these skills and are beginning to think about the overall structure of their writing, such as the setting, characters and plot when writing stories.
69. In Key Stage 2, the scope of writing is extended well. Pupils write for a range of purposes including narrative, description, letters, instructions, play-scripts, and information pages for a CD-ROM. Competence in spelling and punctuation is now well established. Later in the key stage, pupils are introduced to the main features of specific genres, for example

persuasive writing. Although a minority of pupils are still striving to express themselves clearly in writing, most pupils, and the higher attainers in particular, are able to interpret poetry and comment critically on texts that they read.

70. The teaching of English is sound overall with some good features in both key stages. The National Literacy Strategy has been incorporated into the scheme of work and teachers across the school implement it effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In Key Stage 1, teachers successfully promote oral language development. They talk with pupils in an adult style, encouraging them to extend their vocabulary and use complex forms. The management of pupils' behaviour is good, although sessions are sometimes too long or else the pace is not brisk enough. On these occasions, some pupils become restless. In Key Stage 2, teachers set high standards for the majority, while maintaining a good level of support for pupils with special educational needs. Teachers know their pupils well. They have good relationships with them and encourage good manners and social skills. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history and explaining and recording conclusions of scientific experiments.
71. The wide range of abilities within most classes sometimes presents difficulties for teachers in matching work to pupils' needs during whole class discussions, and the pace of these sessions is slowed by teachers' attempts to include all pupils. However, this problem is effectively tackled in group-work sessions through an appropriate range of tasks. While average pupils work on the main targets of the lesson, higher attaining pupils are set extra challenges. Lower attainers are well supported. Some groups benefit from additional literacy support sessions conducted by a trained classroom assistant. Pupils with special educational needs receive effective support from teachers and adult helpers in their own classrooms or leave the room for short intensive lessons with the special needs co-ordinator or visiting specialists from, for example the Travellers' Education Service.
72. Pupils have good attitudes towards the subject, contributing well to their learning. Younger pupils are attentive; eager to answer questions and join in class discussion, where they express themselves clearly. They behave well and concentrate on their work. Older pupils enjoy their lessons, particularly where there is a strong stimulus for thinking, for example discussing the literary features of myth and legend or looking for language clues in cryptic poems.
73. The subject is well led and managed. In addition to the school's own effective monitoring and evaluation procedures, the school has taken advantage of a review by the local education authority's literacy co-ordinator. The subject co-ordinators and the literacy governor are well aware of the strengths and weaknesses in teaching and learning. After the concentration on word-level work during the introduction of the literacy strategy, the focus has now changed. The need for improving the weaker narrative writing skills at Key Stage 1 has been recognised and in Key Stage 2, a wider range of writing skills is supported with a view to raising standards. At the same time, there is an appropriate emphasis on ensuring pupils maintain high standards in reading.
74. The marking of pupils' work varies from class to class and is not always helpful. In the best examples, teachers make constructive comments and pupils respond in writing. Individual targets, taped to pupils' places on the table are a genuine incentive, although teachers don't always record when targets are reached. In Key Stage 2, most pupils are trusted to record their own progress in their reading diaries. Parents sometimes countersign these, but comments from teachers are short and often lacking in guidance. Resources are adequate for the effective delivery of the curriculum and there have been some useful additions to support the literacy strategy. The library is well used and its location on the main corridor, next to the head teacher's office, makes it a focal point of the school.

MATHEMATICS

75. The results of the 1999 tests for 11-year-olds indicate that standards in mathematics are below average. However, up until 1999, the trend in standards over time was one of improvement, with results rising steeply from well below average in 1996 to significantly above average in 1998 and to a much greater degree than the national trend. However, in 1999, the results at Chobham dropped when very few pupils reached the higher level. Although it was a similar picture in comparison to similar schools, based on the school's and the local education authority's own analysis, this group of pupils were a low attaining cohort who nevertheless reached levels commensurate with their attainment at the end of Key Stage 1. Although this reassured staff and governors that pupils had made sound progress overall, they were not complacent. The pupils' responses to the test questions were analysed carefully and, as a result, in September 1999, a number of changes were implemented.
76. The school allocated more time to the teaching of mathematics and implemented the National Numeracy Strategy, which is already impacting well on standards in mental arithmetic in particular. It improved resources and their use to enhance pupils' understanding of number pattern in particular, through for example, one hundred squares and two and three digit number cards. A thorough analysis of the results of the optional testing at the end of Years 3, 4 and 5 identified pupils who could do better. This has raised the teachers' expectations about what pupils can do and has helped to ensure that work is more suitably challenging for the brighter pupils in particular. The introduction of Year 6 'booster classes' has resulted in more effective smaller group teaching twice a week and greater pupil confidence and self-esteem in their ability to succeed. Inspection evidence supports the view that standards in mathematics are as expected for this time in the school year and that most of the pupils in Year 6 are working at the expected level, with about a fifth above. Targets set in agreement with the local education authority are on course to be met or exceeded.
77. By the time they leave the school, most pupils confidently apply the four rules of calculation to problem solving and add and subtract to two decimal places. They convert foreign currency, such as Deutschmarks to Sterling, and work confidently with numbers beyond one thousand. They plot points on graphs using four quadrant co-ordinates to show and compare, for example, temperatures through the year in London, Alaska and Iceland. They complete tally charts and frequency tables when collecting data about, for example, shoe sizes and eye colour, and calculate areas and perimeters of shapes accurately. They work confidently with fractions, converting them to decimals and percentages. Their use of mathematical terminology is particularly good, mainly due to the teachers' clear use of appropriate language when explaining mathematical ideas.
78. Although always above or slightly above the national average, trends in standards in Key Stage 1 have followed the national pattern since 1996. Although test results in 1999 were broadly average overall, the number of pupils reaching the higher level was above the national average. In comparison with similar schools, Chobham's 1999 results were broadly average. Inspection evidence shows that standards are broadly as they should be for this time in the year and pupils' learning in all aspects of mathematics is satisfactory. Pupils in Year 2 work confidently with numbers up to and beyond 100. They convert pence to pounds and pence, and make up amounts up to two pounds using a variety of coins. They complete graphs to show, for example, pupils' weights, and draw conclusions such as "22 children weigh between 21 and 26 kg". They count accurately in 10s up to 100 and

measure centimetre lines correctly. They recognise two and three-dimensional shapes and name their properties, such as numbers of faces, edges and corners, correctly.

79. There has been good improvement made overall since the last inspection in both teaching and learning. Teachers manage pupils' behaviour well – a key issue in the last report. They establish very good relationships with their pupils and promote good behaviour through making their expectations clear and immediately addressing any rare inappropriate behaviour during lessons. Consequently, pupils concentrate well and remain well focused and on task.
80. Teaching is satisfactory overall. This is an improvement since the last inspection in 1996, when teaching was generally ineffective. Training for the implementation of the numeracy strategy in particular has resulted in more sharply focused teaching. Lessons are well structured, starting each day with a mental arithmetic session and ending with an effective plenary which, in the best lessons, looks at what has been taught and explores the next day's lesson. Because teachers ask pupils to explain how they arrive at answers, using effective and probing questions, pupils are particularly proficient at explaining their mental calculations by the time they leave the school. Higher attaining pupils throughout the school are achieving better than at the time of the last inspection. Teachers make good demands on these pupils both during whole class lessons and booster classes and consequently, learning is good. Time limits are made clear to pupils, adding urgency to the tasks and increasing motivation. Pupils want to finish on time and consequently pace themselves well. Their work is neat and they take a pride in and concern for layout. Work is marked appropriately, and in Years 1 and 4 in particular, teachers' comments help pupils to make improvements. Teachers are very sensitive to pupils' mistakes and make comments such as 'better' on future improved work.
81. Numeracy is appropriately promoted through other subjects. Pupils talk about time in history and measure materials in design and technology. They record scientific experiments on charts and graphs and play number games on computers. Pupils with special educational needs are supported well. Support assistants and parent helpers enable them to complete the work set, which is mainly appropriate to meet their assessed needs.
82. Pupils are divided in most classes into four attainment groups. However, because some of the teachers are using one of the new supporting commercial schemes too rigorously, which suggests activities for higher and lower attaining groups only, they divide the class into two, splitting the average attaining set between the higher and the lower set. Teachers' expectations for the higher attaining set are usually high. Consequently, the brighter pupils are suitably challenged and the average attaining pupils in the same group are well challenged. In the second group, however, the tasks are often either too difficult for the lower attaining or too easy for the average attaining and their learning is slowed.
83. This is further exacerbated because teachers' records of pupils' learning are based on what the majority of the pupils know, understand and can do at the end of each topic or year. They do not systematically record information about individual pupils' learning in the short-term. Hence some teachers rely inappropriately on the suggested activities in the scheme and have too little regard for pupils' previous learning and future needs. Those teachers who maintain three working groups do not have sufficiently detailed information to inform daily lesson planning effectively and consequently, tasks are not suitable for some of the pupils some of the time.
84. The subject is well led and managed. The co-ordinators have a very clear picture about strengths and weaknesses in teaching and learning and have already identified assessment as an area for development. They were less aware of the inappropriate use of the scheme but have responded well to inspectors' comments and are arranging future

discussions with staff about it.

SCIENCE

85. The results of the national tests for eleven-year-olds show an improving trend overall from 1996 to 1998. The school introduced a new scheme of work, which had a positive impact on pupils' attainment and consequently, standards increased from below the national average in 1996 to above in 1998. However, in 1999, results dropped to well below the national average. This was due partly to the low attainment of these pupils on entry to the school and at the end of Key Stage 1. Although the analysis by the school and the local education authority confirmed that these pupils had made sound progress between Key Stages 1 and 2, the school analysed the test papers further. They identified problems with examination techniques and some particular aspects of science which pupils found difficult. They have addressed these issues and as a result, Year 6 pupils' current attainment is in line with that found nationally.
86. In 1999, the number of pupils in Key Stage 1 achieving the expected Level 2 in the statutory teacher assessments was in line with the national average. The number of pupils attaining the higher Level 3 was well above. However, the attainment in some aspects ('experimental and investigative science' and 'life and living processes') was well below average. This was due to these aspects not being revisited from Year 1 to Year 2 and the school has recognised the need to reorganise the Key Stage 1 curriculum. Evidence from the inspection supports the view that the attainment of pupils currently in Year 2 reflects that found nationally.
87. Throughout the school, most pupils make sound progress. Teachers and support assistants help pupils with special educational needs to make good progress through effective support. Teachers appropriately challenge brighter pupils and enable them to reach higher levels. This is an improvement since the last inspection.
88. Pupils increasingly develop and use scientific vocabulary in their recordings and explanations, which effectively contributes to the development of their literacy skills. Numeracy skills are used effectively to record their findings in charts and tables. Pupils develop their experimental and investigative skills well throughout the school. In Year 1, pupils investigate the best paper to dry their hands and attempt to predict the results. They increase their knowledge of the properties of a range of materials through identifying the materials used to make a bicycle and investigating how and why a particular reusable adhesive changes shape. Pupils in Year 2 develop investigations further by experimenting with toys to find out how their speed or direction changes on different surfaces. By the end of Key Stage 1, most pupils have an awareness of dark being the absence of light and write their own explanations of how sound travels from one person to another. They recognise that living things grow and understand the need for a healthy diet.
89. In Year 3, pupils build on their knowledge of the human body by investigating the effects of exercise on the body. Year 4 pupils investigate dissolving sugar in water and accurately predict the different rates of dissolving. They record the movement of the sun during the day. Although higher attaining pupils often have further challenging tasks, working with partners of different levels of attainment does not always give them opportunities to tackle work that is more demanding. Pupils in Year 5 extend their scientific vocabulary well and use terms such as porous and opaque. They measure forces with a Newton metre and make parallel electric circuits. By the time they leave the school, pupils in Year 6 have a clear understanding of how to devise and carry out investigations. They record findings appropriately, such as when observing plants and using research to help them identify plant organs. Higher attaining pupils find the functions of these plant organs.
90. The quality of teaching and learning is sound. This is an improvement since the previous inspection. Teachers manage pupils very well and use effective methods and

organisation. They plan a range of interesting activities that motivate pupils and enable them to develop their investigation skills well. Pupils enjoy their lessons and learn soundly. All adults working in the classroom use challenging questions to probe pupils' understanding and extend their learning. Support staff enable pupils with special educational needs to make good progress. Good behaviour strategies and teachers' high expectations ensure pupils behave well, work hard and concentrate effectively on their tasks. Most teachers have secure subject knowledge and ensure pupils know what they are expected to learn. Consequently, pupils know what to do and older pupils review their achievements. However, teachers do not use assessments rigorously enough or consistently to record pupils' day-to-day achievements and to adapt and plan work to meet their differing needs, relying too closely on the scheme of work. This results in some activities sometimes being too challenging and others lacking challenge.

91. The co-ordinator has written a scheme of work to guide teachers, which, although requiring some changes at Key Stage 1 in order to ensure scientific aspects are revisited in Year 2, is generally effective - an improvement since the previous inspection. Medium-term lesson plans link closely to this scheme. However, too often teachers use the scheme without sufficient regard to what pupils of different abilities already know, and what they need to learn next. The co-ordinator monitors teaching and pupils' results and identifies weaknesses in teaching and learning, which inform the development of the subject. However, although identified, the systems for assessing pupils' achievements from lesson to lesson have not yet been addressed. Nevertheless, this is in the development plan and due for imminent review.

ART

92. Only one art lesson was seen during the inspection, so no overall judgement is made about the quality of teaching. However, artwork around the school and discussions with pupils about their work in art shows that art is well represented within the curriculum and there is good coverage of the subject. Because of this, pupils' learning in art is good and standards are high by the time the pupils leave the school. Pupils' knowledge of artists and their works is particularly good – a marked improvement since the last inspection when pupils' experience of other artists' work was weak. Pupils in Year 2 talk with some confidence about, for example, the style and life of Matisse, although there is some disagreement about whether he died "last year" or "a long time ago". They create effective pictures in his style, using a variety of media. By the time they reach Year 6, pupils' artistic knowledge has increased considerably. They name and talk confidently about a number of artists including Monet and Picasso, and talk accurately about how they can imitate their work. They know how to create depth and perspective in their pictures using, for example, 'vanishing points'. They talk confidently about how they look at their own work, ask the opinions of their classmates, or use ideas from other's work to help them make improvements.
93. Pupils throughout the school use a wide variety of media such as pencils, paints, clay and water crayons. They use art well to illustrate their work in other subjects. For example, a flower drawn in an observation art lesson was later used in a science lesson when labelling parts of a flower. Pupils' pencil drawings are particularly good. They contain minute detail and good proportion. The use of shade and tone to add a three-dimensional effect is less evident, however, and pupils do not talk very knowledgeably about how to apply this skill to their artwork.

DESIGN AND TECHNOLOGY

94. During the week of inspection, no lessons were seen of sufficient length to enable formal lesson evaluations to be completed. However, several short briefing sessions were observed, pupils' work and classroom displays were scrutinised, and pupils were interviewed in detail in order to ascertain their knowledge and understanding of the subject. Evidence from all these sources indicates that pupils attain satisfactory standards at both key stages.
95. In the reception class, pupils have been introduced to designing and making activities through the story of the 'Three Little Pigs'. Their attempts to build the little pigs' houses provides opportunities to demonstrate and develop some simple joining techniques and to add finish to their products in relation to the design aims. Later in Key Stage 1, pupils make a fruit salad, selecting the ingredients and evaluating the product. The evaluation of the playground equipment by Year 1 pupils helps to focus pupils' attention on genuine design problems. The making of a 'yoghurt-pot telephone' at the end of Key Stage 1, demonstrates that pupils can follow instructions in constructing a particular product. However, such projects have minimal scope for creative design ideas. There is only 'one way to do it'. While 'making' skills have been improved by such projects, design and evaluation are neglected.
96. In Key Stage 2, the range of activities is broader. The design of musical instruments provides a good stimulus and pupils experiment with percussion and 'woodwind type' instruments. In Year 5, the disassembly of commercially produced torches alongside an evaluation of their design features, plus an attempt to create new designs using simple materials, meets the aims of the subject more closely. When pupils in Year 6 design and make 'Tudor shoes' there are both benefits and drawbacks. They make positive links with their studies in history and draw on their knowledge of construction techniques to make plausibly authentic products. However, the scope of the design brief is limited and pupils cannot give free rein to their creative ideas. This restricts their ability to come up with a wide variety of designs for novelty footwear, paying attention to function and purpose.
97. Teaching is satisfactory. Designing and making projects ensure an adequate development of skills in the limited time available for the subject. Pupils are given opportunities to handle tools and work with a variety of simple materials. Projects are clearly explained and pupils are given some scope to develop their ideas. During the briefing sessions, teachers make sure that pupils clearly understand the next stages in the project.
98. Pupils have good attitudes to the subject. They listen attentively when projects are being outlined and are full of creative ideas. They enjoy their design and technology projects. However, pupils in the current Year 6 class express regret that they have not been given opportunities to experiment with the interesting range of materials they have seen in store.
99. Implementation of a new scheme of work is having a beneficial effect in ensuring that skills are developed across both key stages. A whole-school review of design and technology resources has revealed that the school is well equipped to teach the subject. There are some weak areas. Not all teachers feel confident about implementing the new scheme of work and there is little evidence of the use of construction kits and the design of moving models at Key Stage 2.

GEOGRAPHY

100. No geography lessons were observed during the inspection because most pupils were following topics that had a mainly historical focus. However, from scrutiny of documentation and pupils' work and discussions with pupils and teachers, by the end of both key stages, pupils' learning is sound and their knowledge and understanding is

appropriate to their age and stage of development. This is a good improvement since the last inspection when, by the end of Key Stage 2, pupils' attainment was below that expected. The new scheme of work and an appropriately balanced overall curriculum plan - improved since the last inspection - helps teachers to ensure pupils learn appropriately.

101. Most pupils, including those with special educational needs, make satisfactory progress. Pupils develop mapping skills soundly. In Key Stage 1, they learn the position of some countries on a world map by following the holiday adventures of 'Bumble' and 'Honey Bee'. They recognise the British Isles and mark seaside resorts. By the time pupils leave the school at eleven, they understand and use maps of different scales confidently. Pupils throughout the school investigate different localities through research and visits. Pupils in Year 5 study the Indian village of Chembokali and begin to understand the reasons for the different way of life of these people. The visits to the River Bourne and the residential field trips to Dorset and the Welsh Valley, provide good opportunities for geographical enquiry and further understanding of themes, such as rivers.
102. Although the current geography co-ordinator is temporary, due to the usual co-ordinator being on maternity leave, she knows the strengths and weaknesses of the subject well.

HISTORY

103. Standards by the end of both key stages are satisfactory. By the end of Key Stage 2, pupils achieve skills, knowledge and understanding of history appropriate to their age. Pupils in Year 6 understand that different periods in history have an effect on the way we live now. For example, the break from the church in Rome caused Henry the Eighth to form the Church of England. They understand main factual events and the way of life of people in Victorian and Tudor times and have a sound awareness of the chronology of historical periods. They use research skills successfully to make historical enquiries.
104. Pupils make sound progress in their learning about history and its interpretation as they move through the school. They develop their understanding of chronology soundly. First hand experiences, such as the visit to Katesgrove Victorian classroom, and encountering stories and diaries, such as Samuel Pepys' diary, enable Key Stage 1 pupils to begin to understand events and people's actions of the past. Year 2 pupils know that evidence comes from writings made at the time. Pupils in Year 3 build on their understanding of the use of evidence by investigating Roman pottery. They use historical enquiry to begin to ask and answer questions. Pupils in Years 5 and 6 extend their knowledge of different periods of history and describe characteristics and changes within them. For example, when Year 5 pupils study Ancient civilisations, they compare sensibly the structure of Athenian and Spartan societies.
105. The quality of teaching and learning is sound throughout the school. Good pupil management ensures pupils listen carefully to their teachers and each other. Challenging questions reinforce pupils' learning and extend their investigation skills and understanding of history well. Teachers deploy support staff effectively to enable pupils with special educational needs to make sound and often good progress. Homework given to older pupils extends their knowledge of the Tudors and develops research skills well. Interesting activities motivate pupils and ensure they concentrate hard, discuss ideas sensibly, and show enthusiasm for learning. Most teachers plan work that links to the scheme of work. However, it is not based securely on what pupils know already and what they need to learn next. This is a weakness in the subject as work is not always matched to pupils' needs and sometimes lacks challenge for brighter pupils, or is too challenging for lower attaining pupils.
106. The scheme of work guides teachers well and ensures they cover all aspects of the subject. Monitoring and evaluating teaching and standards informs the developments

needed in history well and provides the focus for further staff training.

INFORMATION TECHNOLOGY

107. Pupils make satisfactory progress in information communication technology skills, knowledge and understanding and, by the end of each key stage, attain levels that are in line with national expectations. Pupils' work in information communication technology contributes satisfactorily to their work in other subjects, such as when using number programs in mathematics and data handling skills to communicate findings in science. Pupils are introduced to computers in the reception class to reinforce basic language skills and to introduce them to the ideas of computer control, for example moving a teddy bear around the screen. Pupils gain competence in using word processing programs during Key Stage 1 and successfully lay out and correct their work 'on-screen'. As a result, most pupils acquire sound basic keyboard skills by the end of the key stage. A range of basic information technology skills is introduced by the end of Year 2, although the computer is seen as a device for producing attractive printouts rather than a tool for drafting and re-drafting creative writing.
108. In Key Stage 2, pupils are introduced to a wide range of computer applications and extend their skills considerably. However, the coverage of the programme of study is patchy. In some areas it is detailed, whilst in others it is superficial. Pupils learn how to access CD-ROM applications when searching for information. Their knowledge of key features of page layout is very good and this is evident in the Year 6 class when they come to design information pages of their own. In word processing however, the accent is still on presentation. Although pupils become familiar with different fonts, type sizes, styles and colours, they are less confident in using the facilities of 'cut', 'copy' and 'paste' to reorganise their work.
109. Most pupils are confident in using spreadsheet programs to store and analyse data and can produce graphs to interpret the results. They know how to set up formulas in spreadsheet cells to provide quick solutions to repetitive calculations. They have produced personalised year 2000 calendars and are developing skills in multimedia applications. For example, some pupils recall how they incorporated text, clip-art and sound into their work. Access to the Internet was established last year when teachers used their own laptop computers with a telephone line in the library area. Current Year 6 pupils remember vividly how they sent e-mails between home and school and to other schools, in order to test the system. In control technology, pupils' experience is more limited. They know how to use specific commands to control the path of a cursor around a computer screen but they have had little opportunity to extend these skills in real contexts, such as controlling models with electric motors or lights. The use of information technology for automatic data collection is under-developed. Pupils in the current Year 6 class do not understand how computers can be used to receive information from heat, light or sound sensors and act upon the input data.
110. Teaching of information technology is sound overall. Although some teachers lack confidence in certain areas, they have tried to keep themselves up to date with the latest developments, and provide adequate support for basic skills. Meanwhile, other teachers give a strong lead in ensuring that the subject keeps up to date. Teachers explain tasks clearly so that pupils are in no doubt what they have to do. However, there are times when pupils experience difficulty following instructions and guidance, such as when trying to follow a sequence of steps on a very small screen some distance away.
111. Pupils are enthusiastic about their work. Many pupils have computers at home and their work in school both consolidates and extends their knowledge. Where pupils do not have these advantages, the school strives to ensure that all pupils know and understand basic

concepts by the time they leave the school. Pupils work together well and exchange ideas freely. In this respect, the co-operative and supportive attitudes that the school promotes in all its work, is a valuable asset.

112. Leadership and management of the subject are good. The subject co-ordinator and governor are kept informed of developments through reports from teachers and classroom assistants. This is in addition to 'development and monitoring' time that has been used to assess how well teachers' planning supports the scheme of work. The subject development plan has relevant long-term aims but difficulties arise in its implementation. For example, the school is generously equipped with computers but they are not all compatible with each other. Consequently, there is a problem in ensuring that pupils have opportunities to develop their skills over a period of time in using particular applications. Internet access is now available in the Year 6 classroom via the local education authority's server but this has been beset by technical problems that are beyond the school's control. Overall, the resources available for the teaching of the subject are sound. The school has effectively assessed future needs and developments are already under way. A cable network has been installed around the school and preparations for a computer suite are well under way. The purchase of resources to enable fuller implementation of the scheme of work is identified in the information technology development plan.

MUSIC

113. Standards in music are high by the time the pupils leave the school. The co-ordinator is new to the post and has successfully raised the profile of music amongst the pupils and throughout the school. Her subject knowledge and understanding is very good and her support for colleagues has raised their confidence and ability in the teaching of music. Pupils' composing and performing skills are particularly good - a marked improvement since the last inspection. Pupils throughout the school sing tunefully and with good awareness of pitch and rhythm. The very good range of after-school and lunchtime clubs, including orchestra, choirs, bell-plates, recorders, and the instrumental tuition lessons are well supported and contribute very effectively to pupils' learning.
114. Pupils in Year 2 know what to do to be able to sing more effectively - "sit up straight and make a lot of room for breathing". They talk about increasing the lengths of notes in some songs by "holding them for more beats". Their listening to music is limited, however, and they do not recall appraising pieces of music and talking about, for example, how it makes them feel.
115. Nevertheless, by the time they leave the school, pupils talk knowledgeably about composers and their works. They listen to music from their heritage such as Elizabethan times, and compose their own music using notation and symbol representation. They use musical vocabulary correctly when talking, for example, about pitch, duration and dynamics. They make up music to represent different settings such as the desert and record their work appropriately on tape to listen to and change later. Their knowledge of music from other cultures is limited, however, and their experiences of musical compositions are mainly from within their own cultural heritage.
116. The teaching of music is good overall; lessons led by the music co-ordinator are particularly effective. Her subject knowledge is very good and consequently her explanations are clear. Her questions are well focused and make the pupils think about, for example, how to make their musical compositions more effective. She identifies individual pupils for extended activities in lessons or for additional support, ensuring effective learning for all pupils. Teachers throughout the school use technical vocabulary very well and encourage pupils to talk about their work and suggest ways to improve it. Lessons are well planned and move at a good pace. Activities are well structured and times are made clear to the pupils to promote concentration. Behaviour management is

good, and consequently all pupils participate in the lessons. Pupils' achievements are not recorded and pupils are too often given the same work to do, regardless of their previously acquired skills and understanding and of whether they are already 'talented musicians' or not. This slows the progress and limits the learning of some of the pupils some of the time.

PHYSICAL EDUCATION

117. Only gymnastics and dance lessons were observed during the inspection. However, from scrutiny of documentation and discussions with pupils and teachers, all pupils, including those with special educational needs, are taught all of the aspects of physical education and pupils make sound progress in both key stages. There was a weakness in gymnastics in the previous inspection. Sound improvements have been made and standards are now satisfactory. The provision for physical education is good. Pupils, including girls, in Key Stage 2 have opportunities to experience expert coaching in football and rugby. Pupils throughout the school learn to swim using the outdoor swimming pool. By the time they leave the school at eleven, the majority of pupils swim at least 25 metres and practise water safety. Pupils also experience cricket, tennis, athletics and dance. A good range of extra-curricular sports clubs, school teams and daily pupil-organised football games encourage pupils' enthusiasm and interest in physical education and help raise standards.
118. In Key Stage 1, pupils make sound gains in the acquisition of skills, knowledge and understanding of physical education. They improve co-ordination and control both on and off apparatus. They balance and travel over apparatus linking simple movements together. Key Stage 2 pupils continue to make sound gains in the development of physical education skills. Pupils in Year 3 devise their own rhythmic dances to African music. They link a range of movement in a sequence, which they practise and improve. Pupils learn effectively from each other by watching and discussing their performance. In Year 5, pupils extend their understanding and use of control in gymnastics. They incorporate stretch and curl movements in paired work but do not have sufficient opportunities to assess each other's performances. Pupils develop their knowledge of exercise in a healthy lifestyle well.
119. The quality of teaching and learning is sound in both key stages with some good teaching seen in Key Stage 2. Teachers explain activities clearly and give appropriate reminders of safety. Pupils listen carefully, follow instructions correctly and work safely. All teachers use pupils' demonstration to enable others to make sound progress and help them improve their performance. However, not all teachers give pupils opportunities to evaluate their own and other pupils' work. This remains a weakness since the previous inspection. Teachers create an effective pace in lessons and have high expectations of behaviour. Through this, pupils develop their skills and extend their range of performance. Good use is made of visiting coaches to develop pupils' skills in football, rugby, cricket and swimming. In the good lesson seen in Key Stage 2, the teacher extended pupils' vocabulary appropriately to enable them to evaluate performances effectively. Good explanations and numerous individual and group demonstrations create an effective learning environment.
120. The temporary co-ordinator does not formally monitor and evaluate teaching and learning. Although standards are sound, this does not enable the co-ordinator to identify areas for development and raise standards in other aspects of physical development to equal those in, for example, swimming.