

INSPECTION REPORT

CRAWLEY RIDGE INFANT SCHOOL

Camberley

LEA area: Surrey

Unique reference number: 125053

Headteacher: Mrs Susan Hope

Reporting inspector: Mr John Earish
23216

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 190577

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant school
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Crawley Ridge Infant School Crawley Ridge Camberley Surrey
Postcode:	GU15 2AJ
Telephone number:	01276 27546
Fax number:	01276 27546
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Simon Yiend
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Earish	<i>Registered inspector</i>	Science; Information technology.	What sort of school is it? The school's results and pupils' achievements; How well is the school led and managed?
Mr B Wood	<i>Lay inspector</i>		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr L Farraway	<i>Team inspector</i>	English; Art; Music; Physical education; Religious education; English as an additional language.	How well are pupils taught?
Mrs P Lowe	<i>Team inspector</i>	Under fives; Mathematics; Design and technology; History; Geography; Special educational needs.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

*Westminster Education Consultants
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD*

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The Registrar
Inspection Quality Division
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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crawley Ridge Infant School is situated in a favoured residential area of mature, good quality, owner occupied housing on the southeastern edge of Camberley in Surrey. Many parents are of professional or managerial status with high expectations of their children. Pupils start the school at the age of four years and transfer to a junior school at the end of the academic year in which they are seven. At the time of inspection, the majority of pupils in reception were under five years of age. There are 154 full-time equivalent pupils on roll, with 13 full-time reception places and 44 part-time. It is a popular school, with many pupils travelling a considerable distance, although the majority come from the local area. Most pupils live in owner-occupied housing, with some families in rented and local authority housing. Many are from good socio-economic backgrounds. Eleven per cent of pupils are identified as having special educational needs, and one pupil has a statement of special educational need, which is below the national average. Pupils from homes in which English is not the first language are thinly represented at the school, and there are no pupils known to be eligible for free school meals. Attainment of children when they start school covers a range of abilities but is mainly above average. Most children attend nurseries or playgroups prior to entry and are well prepared for school.

HOW GOOD THE SCHOOL IS

Crawley Ridge Infants is a good school. Its success is built on an effective partnership between staff, home and community. There is strong leadership and a clear drive for school improvement. Teaching is good and standards are above average and are continuing to improve. The commitment of governors and staff creates a positive learning environment in which pupils can learn. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Standards in mathematics, science, speaking and listening and writing are above national averages. Standards in reading are well above.
- Standards in information technology are above national expectations.
- The quality of teaching is good overall. Fifty-six per cent of lessons were judged to be satisfactory or good, and 44 per cent were very good or better. The needs of children who learn at different rates are addressed well, and teachers use good assessment procedures to find out how well all pupils are learning.
- Pupils with special educational needs are very well supported and make good progress towards targets that are set for them.
- The curriculum for children under five is good, which prepares them well for work at Key Stage 1.
- The school has very effective links with parents who have a very significant impact on the work of the school.
- The current professional partnership and dialogue between all teachers, senior managers and governors reflects the school's very good capacity to move forward and sustain further improvements.
- The headteacher, governors and senior staff provide strong purposeful leadership, and work effectively as a team.
- Strategic planning effectively supports the work of the school.
- Financial control and school administration are very good.
- Attendance is consistently above national averages.

WHAT COULD BE IMPROVED

- The pupils' self-discipline and awareness of others.
- The time allocation for some elements of the curriculum at Key Stage 1 is unequal.
- Arrangements for the school day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Nearly all the issues identified by the previous inspection in November 1996 have been successfully addressed. The policy and practice in the reception classes has been systematically reviewed and now fully meets the needs of children under five. Initiatives to develop aspects of writing have been successfully incorporated within the school's literacy strategy. Standards are regularly monitored across all classes, and areas for further improvement have been incorporated within the current improvement plan. The school has improved its provision for pupils who are identified as having behavioural and social special educational needs. There is now a policy for more able pupils, and teachers clearly identify appropriate tasks and opportunities for them within their planning. There are increased opportunities to use and apply knowledge, understanding and skills in investigative and problem-solving work. There is a new behaviour policy, which is being consistently implemented across the school. The role of curriculum managers has been successfully developed, and time has been allocated during the current academic year for co-ordinators of

core subjects to monitor work and standards within the classrooms. Much work has been done to carefully and systematically match budgets against school priorities. The headteacher, staff and governors now jointly monitor school improvements through a series of rigorous procedures, which include the evaluation of assessment data and progress against success criteria.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	<i>well above average</i> A
Writing	A	B	C	D	<i>above average</i> B
Mathematics	A	B	D	E	<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

This information shows, for example, that standards in writing are below average when compared with those of similar schools and in line with the national average. In mathematics standards are well below average when compared to similar schools and below the national average. The school has set rigorous targets to address the reduction in performance in writing and mathematics. Inspection evidence indicates that action taken by the new headteacher has been very effective, and standards in mathematics, science, speaking and listening and writing are now above national averages. Standards in reading are well above. Attainment in information technology is above national expectations, and standards in religious education are in line with those of the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Good. Pupils are interested in their work and are keen to do well.
Behaviour, in and out of classrooms.	Satisfactory.
Personal development and relationships.	Satisfactory. Pupils are not always sensitive to each other's needs, or the impact of their actions upon others.
Attendance.	Attendance is consistently above national averages.

Pupils' competitiveness in completing work as quickly as possible, and so be first in the class, sometimes means that they do not always extract the maximum benefit from their lessons.

TEACHING AND LEARNING

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

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

Teaching is good overall, and at least satisfactory in all lessons. It is satisfactory to good in 56 per cent of lessons and very good in a further 41 per cent, with one example of excellent teaching. No unsatisfactory teaching was observed. Teaching for children under five is very good. It is good in 20 per cent of lessons and in all others it is very good. At Key Stage 1 teaching is good. It is satisfactory or good in 71 per cent of lessons, and very good in 25 per cent with one example of excellent teaching. Teaching is good in English, mathematics and science. The school's emphasis on teaching literacy, numeracy and information technology through all subjects helps to raise standards, and literacy and numeracy skills are taught well. Teachers monitor pupils' progress carefully, and are skilled at providing for their individual needs. Teachers use their good subject knowledge to plan carefully, providing interesting and stimulating activities, which challenge all pupils. There are no consistent weaknesses in teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The breadth, balance and relevance of the whole curriculum is good for the children under five in the reception classes, and leads smoothly into the early stages of the National Curriculum. The curriculum is broad and relevant at Key Stage 1, but there is an imbalance in the time allocation for some of the elements.
Provision for pupils with special educational needs	The school provides a broad range of opportunities for pupils with special educational needs, and there are effective strategies for teaching the basic skills of literacy and numeracy. Classroom provision is well organised, and arrangements for individual education plans are effective in ensuring that individual needs are met and that pupils have full access to the curriculum.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual and cultural aspects are satisfactory, and moral and social aspects of pupils' development are good.
How well the school cares for its pupils	The new headteacher and her colleagues accept their pastoral role with enthusiasm, diligence and commitment to time and detail, so that pupils feel well supported throughout their time in school.

The school has a very effective partnership with parents. Pupils have a good range of opportunities for learning, and statutory requirements are met. Good links between subjects have been made so that skills learned in numeracy, literacy and information technology can be developed further in other lessons. There is a satisfactory range of extra-curricular activities, which the school has plans to develop. A particular strength of the school's care for its pupils is the good monitoring of academic performance and personal development, and the very good support and guidance they receive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and governors provide very good leadership. The headteacher, supported by the whole school community strongly supports learning. Staff are committed to high quality learning and have high expectations of success. All members of the school community work very well as a team, and share a commitment to improvement. The recent upward trend in standards is just one way in which the school has been successful in achieving its aims.
How well the governors fulfil their responsibilities	The governing body is very supportive and successfully fulfils its role as 'critical friend' to the school. It is very well organised, and fulfils its legal responsibilities by means of a very effective committee structure.
The school's evaluation of its performance	The school is very good at analysing overall strengths and weaknesses and in using this data to decide what needs to be done next. This includes new rigorous, but supportive, arrangements for the monitoring the quality of teaching and planning. The staff and governors regularly review the school improvement plan to see if it is working effectively.
The strategic use of resources	Good. The time, money, people, accommodation and resources available to the school are all used efficiently and for the benefit of the pupils. The headteacher and governors are starting to apply the criteria for 'best value' in terms of recruitment and retention of staff, and the quality of services.

Staffing, accommodation and learning resources are good, and there is now a good blend of experience and expertise. The leadership of the headteacher is consultative, but firm. With strong support from the deputy headteacher, and from all staff, she has created a very good ethos for learning. She has a clear vision for the school, which is shared by governors and staff. It is explicit in the school's aims and values, and is achieved in practice. Subject areas are well managed, and the pastoral system is very effective. Financial management is very good. The principles of 'best value' are starting to be applied through cost comparisons and consultation with parents.

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 school expects children to work hard and achieve their best. • Children like school. • Parents feel comfortable about approaching the school with questions or problems. • Teaching is good. • Children make good progress. • The school is well led and managed. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons. • Information about how children are getting on. • The school working closely with parents.

Inspectors' judgements endorse parents' positive views. Concerns regarding information about pupils' progress appear to be substantiated historically, but the new headteacher has improved the quality and quantity of information, which is verified when talking with parents. She has also, in partnership with the governors, involved parents more closely in making policies and changing the curriculum. The school has already identified the need to extend the range of good quality extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry for children under five is above that normally expected for children of a similar age. By the end of their time in the reception classes, all children, including those with special educational needs, have made good progress in all areas of the curriculum and their attainment is well beyond what would normally be expected. This is largely due to very good teaching, and the support of classroom assistants and parents who are well briefed in their roles. Planning is very good, expectations are very high, management of children is very good and the interaction between children and adults is very effective.
2. Results of the National Curriculum tests for 1999 show that, when compared with all schools, attainment of seven year olds is well above the national averages in reading, in line with them in writing, and below in mathematics. When results are compared with those of similar schools, standards are above average in reading and below in writing and well below in mathematics.
3. Inspection findings conflict with the test evidence, and show attainment to be above national averages in writing, speaking and listening, mathematics, science and information technology. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus. Standards in reading remain well above the national average. Improvements in mathematics are the result of good teaching, and a number of initiatives that have been put in place during the current academic year. These include the effective introduction of the National Numeracy Strategy, a thorough analysis of past results and areas of weakness, more effective criteria for determining what pupils have achieved, and the setting of individual targets. The better performance in English is largely due to the high quality of teaching during the Literacy hour, the new monitoring and assessment procedures and the 'writing workshops' for pupils of all abilities in Years 1 and 2. Able writers in Year 2 are also withdrawn to work in small groups with a part time teacher. Staff feel that the National Literacy Strategy is beginning to have a positive effect on standards generally in the school. Standards in science have improved because of the systematic introduction of challenging investigational work, and a thorough analysis of past results and areas of weakness. These include the introduction of more experimental work, a thorough analysis of past results and areas of weakness, and more effective criteria for determining what children have achieved.
4. Pupils make good progress in the majority of subjects. The good quality of teaching is a significant factor, as is the school's system for assessing and tracking pupils. Attendance is good and pupils are interested in their work and keen to do well. They achieve well in English, mathematics, and science where good teaching and the whole-school literacy and numeracy efforts play an important role in pupils' progress.

5. Pupils make good progress in information technology, which results from detailed planning and inclusion of information technology in most subjects. Pupils develop good basic skills and the ability to use a range of software. They acquire good research skills using CD ROM and are developing the skills at digital imaging and at using the Internet. They are able to get information from CD ROMs and the Internet, and are becoming skilful at making digital images and using email.

6. There is now a policy for more able pupils. Teachers clearly identify appropriate tasks and opportunities for them within their planning, and they are making good progress. There are good examples of this in mathematics and in English, where work is well designed for these pupils' particular needs. However, teachers' expectations of writing for average pupils are not always sufficiently high. The school successfully uses assessment data and target setting in individual education plans and statements to set appropriately challenging targets for individuals and groups of pupils with special educational needs. All these pupils make good gains in knowledge, skills and understanding because of good teaching, detailed planning and effective support. The introduction of the National Literacy Strategy and the National Numeracy Strategy is also having a positive impact on their attainment. Their good attitudes to school help to promote effective learning, and they form positive relationships with adults and other children.

Pupils' attitudes, values and personal development

7. Pupils are happy to come to school, and enjoy lessons. Overall, their attitudes towards learning are good. Their response in lessons is never less than satisfactory and it is usually good and sometimes very good. This is a significant factor contributing to progress and improved attainment. In the reception classes, pupils' attitudes to work are often very good, and they are consistently interested and involved in tasks. Their perceptive, thoughtful and enthusiastic approach to many aspects of schoolwork allows them to develop the ability to learn independently, which contributes to their good progress. At Key Stage 1 pupils display good levels of concentration and are interested and enthusiastic. However, they can become distracted if the teacher does not refocus them during the very long periods of intensive literacy and numeracy. This is very tiring for some young pupils and can lead to difficulties with perseverance and attention at the end of some sessions.

8. Behaviour is satisfactory overall. The behaviour in Reception classes is good at all times of the day. There is a purposeful buzz of enthusiasm, and pupils gain much enjoyment and educational benefit from their activities. In the rest of the school behaviour is satisfactory, but is inconsistent and can be challenging, particularly at the beginning of the key stage. Pupils have yet to learn self-discipline and restraint in answering questions or expressing their immediate feelings. Behaviour around the school is satisfactory but there are some aspects of rough behaviour in the playground by boys. Neither bullying or bad language were observed during the inspection, and there have been no exclusions in the last three years.

9. Relationships in the school are satisfactory overall. Relationships between pupils and adults are good, and the ability of all staff to work together as a team provides a good role model for pupils. However, pupils' relationships with each other are only satisfactory. In the reception classes they are good, and children appreciate the efforts of others. At Key Stage 1,

despite working well together in lessons, pupils are not particularly sensitive to each other's needs, or the impact of their actions upon others. For example, during an assembly taken by an outside visitor their ability to listen politely was disappointing, and pupils became very restless rather than reflecting on the theme.

10. Personal development is satisfactory. Pupils know their own strengths and weaknesses, and understand how to improve. Pupils are willing to take on responsibility, and carry out their duties well, whether acting as register monitors or taking part in performances. However, their competitiveness in completing work as quickly as possible, and so be first in the class, means they do not always extract the maximum benefit from the school's offering in some areas of the curriculum. Also, some pupils find difficulties in subjects demanding reflection or in activities requiring them to explain their feelings. Pupils value their environment. Cloakrooms and toilets are clean and tidy and there is no graffiti or litter. There are few examples of staff needing to intervene to dress pupils after activities, and there is an appropriate good focus on hygiene and personal cleanliness. Pupils show good eating habits and manners at lunchtime, though the ambience of the occasion is not helped when boys want to be first in line and to finish quickly.

11. The school has maintained a good level of attendance since the last inspection report. All classes have attendance levels well above the national average and many pupils have exemplary attendance. Unauthorised absence is well below the national average, but family holidays during term time are a significant reason for authorised absence. Pupils are punctual in arriving at school and lessons begin promptly. The school receives appropriate help from the educational welfare officer. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

12. Teaching is good overall, and at least satisfactory in all lessons. It is satisfactory to good in 56 per cent of lessons and very good in a further 41 per cent, with one example of excellent teaching. No unsatisfactory teaching was observed. Teaching for children under five is very good. It is good in 20 per cent of lessons and in all others it is very good. At Key Stage 1 teaching is good. It is satisfactory or good in 71 per cent of lessons, and very good in 25 per cent with one example of excellent teaching. Teaching is good in English, mathematics and science. The school's emphasis on teaching literacy, numeracy and information technology through all subjects helps to raise standards, and literacy and numeracy skills are taught well. Teachers monitor pupils' progress carefully, and are skilled at providing for their individual needs. Teachers use their good subject knowledge to plan carefully, providing interesting and stimulating activities, which challenge all pupils. There are no consistent weaknesses in teaching.

13. At Key Stage 1, teaching is very good in English, and good in mathematics and science. The school's emphasis on teaching literacy, numeracy and information technology through all subjects together with good teaching has helped raise standards and improve the quality of pupils' learning. All the teaching is at least good in physical education and personal and social education. No direct teaching was seen in music and information technology and teaching in religious education and art is satisfactory.

14. Teachers' planning is very good with clearly set objectives, which are shared with pupils. This enables them to understand what they are doing, how well they have done and how they can improve. Teachers adopt teaching methods and activities appropriate for pupils of all abilities. There is good provision for pupils with special needs and for pupils for whom English is an additional language. There are 'writers' workshops' for all pupils in Years 1 and 2. Also, able writers in Year 2 are withdrawn to work in small groups. Teachers assess pupils' progress very carefully and use their assessment in planning future lessons, for example tracking pupils' progress in English and mathematics and setting clear targets for pupils. Teachers have a good command of most subject areas and this is reflected in the secure learning environment created by teachers, where pupils feel able to explore ideas and develop their thinking. Another feature of the good quality of teaching throughout the school is the high expectations teachers set. Most pupils enjoy the challenges and the brisk pace of lessons. They are keen to participate and concentrate well. The quality of teaching and pupils' learning is enhanced by the very good support given by learning support assistants, parents and governors who work alongside teachers in classrooms.

15. In the previous report, a weakness was teachers' lack of confidence in teaching music. No judgement can be made about this since no music lessons were seen during the inspection. Not all the teachers are confident in teaching art. The previous report described a need for further strategies for managing the restless behaviour of a minority of pupils. This restlessness is still apparent but is being managed well despite the length of some teaching sessions.

16. Teachers meet the needs of pupils with special educational needs very well. Class teachers' planning ensures that work is matched to pupils' needs and ongoing records track the progress made. Planning is effective. The special educational needs co-ordinator and the support staff liaise regularly with class teachers, whether pupils are supported in the class or withdrawn from lessons. Individual education plans contain clear targets and are implemented well by teachers and classroom assistants. They provide an appropriate blend of help and challenge, enabling pupils to make good progress in the reception classes and at Key Stage 1.

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

17. The breadth, balance and relevance of the whole curriculum is good for the children under five in the reception classes and leads smoothly into the early stages of the National Curriculum, representing a significant improvement since the last inspection when the policy and practice in the reception class was a key issue. The curriculum is broad and relevant at Key Stage 1, but there is an imbalance in the time allocated to the range of subjects, which was not identified at the last inspection. Also, the length of some lessons sometimes results in some pupils becoming tired and restless, for example during very long literacy sessions. Teaching time in English is above that recommended by national guidelines. The percentage of teaching time is broadly in line with national figures for mathematics, science, technology, physical education, geography and history, but well above in English at 40 per cent. The time spent on the core subject of religious education and also on music is well

below the guidelines. The curriculum covers all the requirements of the National Curriculum and religious education. The effectiveness of the strategies for teaching literacy and numeracy is good. In other subjects, the school is following its well-established schemes, which are being reviewed and developed to take account of the changes to the curriculum from September 2000.

18. There are good long and medium term plans, which are sufficiently detailed, and clearly indicate which parts of the curriculum are to be covered in a given period of time.

19. There are now clearer objectives in lessons and planning, higher expectations and more challenge for the most able pupils.

20. The school's provision for ensuring equality of access and opportunity for all pupils is good. All pupils have equal access to the curriculum and all the other activities of the school. The provision for pupils with special educational needs is very good for the under fives and very good at Key Stage 1. Pupils with special educational needs are very well supported by class teachers, classroom assistants and the specialist skills of local authority staff. Their individual education plans are clear and precise and are reviewed regularly.

21. Overall, monitoring of the curriculum has been improved and the 1999 national test results have been thoroughly analysed and appropriate curriculum adjustments have been made. Standards of writing are being effectively addressed and there is a strong commitment to the most able pupils and those with special educational needs.

22. Personal, social and health education, which was a weakness at the last inspection, is now good and is taught through 'circle time'. Good provision is made for sex education and pupils are made aware of the dangers of drug misuse. The school arranges visits for pupils to places of interest to enhance and enrich the curriculum. These have included visits to the local church, a farm, a food establishment, Painshill Park and the Weald and Downland Museum. Visitors from the community are invited into the school to support topic work. They include the local postman, grandparents, and staff from the Surrey Heath Museum. There is a satisfactory range of extra-curricular activities, for example short tennis and fitness activities, which are each attended by approximately 12 per cent of pupils. However, the school has already identified the need to extend the range of good quality extra-curricular activities.

23. The school offers a secure, warm and caring environment, and its clearly stated aims are evident in the daily life of the school. Teachers and all members of the school community provide positive role models by showing respect for the individual and care for the school as a community.

24. The overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual and cultural aspects are satisfactory and moral and social aspects of pupils' development are good. This maintains the position at the time of the previous inspection. The daily act of worship satisfies statutory requirements and provides satisfactory opportunities for pupils to reflect on their own lives and the lives of others. Spiritual development is regarded as the responsibility of the whole school and is often evident in assemblies. For example, in a celebration of St. David's Day, one child reflected that saints are people who have done something special for God. Throughout the school, pupils are encouraged to develop a thoughtful appreciation of the changing seasons, the wonders of the natural world and the

creation stories. In science, the study of life processes and living things provide appropriate opportunities to reflect on life's fundamental questions. Religious education lessons enhance pupils' understanding of the religious significance of Christian festivals and of prayer. Children recall the significance of the musical nativity plays, in which they have participated. Pupils in Year 2 have some understanding of the spiritual aspects of Judaism. Texts and poems used in the literacy hour reflect a sense of awe and wonder in the natural world and in the achievements of famous people.

25. Differences between right and wrong are emphasised throughout the school, and make a positive contribution to pupils' moral development. In the reception classes, there is a strong commitment to caring and sharing, and children develop a respect for themselves and others, which does not as yet permeate the ethos of Key Stage 1 to the same extent. Expectations of good behaviour help to support pupils' moral development. The school aims to foster in children a sense of value, dignity and worth and an appreciation of achievement in themselves and others. Pupils' moral development is reinforced in assemblies and in religious education lessons, as they consider the stories of Jesus such as 'The Good Samaritan' and 'The Two Sons'. Through stories such as these, they are encouraged to think of ways in which they can help each other. Year 2 pupils learn about the moral code associated with Judaism, and recognise the value of positive action rather than dwelling on what is forbidden. Relationships between all members of the school community reflect an ethos of friendliness and support. The openness of the school, the involvement of parents and links with the community help to create a sense of belonging, where the majority of pupils recognise that they have both rights and responsibilities.

26. The school promotes the development of social skills well. Pupils are given many opportunities to respond to the needs of their peers. Displays in the school hall, under the headings, 'Together, we can do amazing things', 'How can I spread a smile today?' and 'How can I help someone to feel happy today?' are an ever-present reminder of the need to think of others. The school ensures that pupils with special educational needs take a full part in school activities. In 'circle time', pupils are encouraged to express their views, knowing that they will be given respect. All pupils are given opportunities to take on responsibilities within their class as monitors for various jobs. These responsibilities are extended as they mature, providing opportunities to develop social skills and confidence. Paired and group work feature frequently in lessons and this helps to foster collaborative learning and team participation. Pupils have opportunities to act in front of an audience, for example at Christmas. They develop independence and social skills outside the school, on their visits to local food establishments and other places of interest.

27. The school satisfactorily promotes the cultural traditions of its own area and of other parts of Britain and the world. Visits to places of interest and visitors to the school play an important part in developing children's understanding of cultural differences. Visits to the local church and visitors to school help children to learn about Christian traditions and beliefs. A study of Judaism in Year 2 helps pupils to understand the beliefs and values of other traditions. Visits to places such as the Weald and Downland Museum and Painshill Park assist in helping pupils to understand their own cultural background. Opportunities to learn about other cultures occur in geography as pupils study the origins of a wide variety of

foods. The library contains a selection of books about world faiths, the lives of people in different countries and different ethnic groups. Displays around the school, including a display on aboriginal painting, reflect the emphasis given to other cultures in art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school prides itself on the high priority it gives to caring for its pupils. This was recognised at the time of the last inspection and continues to be strength of the school. The new headteacher and her colleagues accept their pastoral role with enthusiasm, diligence and commitment to time and detail, so that all pupils feel well supported. Parents, in their turn, feel that the school is a caring and safe environment in which teachers are sensitive to their children's needs. This is further enhanced by the support of many parent volunteers who add to teachers' individual knowledge of each child. Teachers' attention to detail in monitoring the academic and personal development of individuals is very good and a distinctive feature of the school, and ensures that all pupils have a very happy and positive experience of their time in school.

29. The school has a very good range of support, guidance and welfare policies and procedures, which guide and underpin its actions. The school frequently welcomes outside agencies such as the school nurse, the education welfare officer and the educational psychologist to support pupils. Arrangements for child protection and for ensuring pupils' welfare are good. Health and safety procedures are good, and are monitored carefully by staff and governors.

30. Systems for monitoring and promoting good behaviour are good. The school has high expectations on behaviour and all staff have been trained to implement an 'assertive discipline' policy. The school is very vigilant in detecting any inter-personal conflict, and pupils appear confident that teachers will swiftly and helpfully deal with bullying, should this occur. Procedures for monitoring and improving attendance are very good. Parents are generally aware of their statutory obligations and provide appropriate reasons for absence, so that unauthorised absence is very low. However, the incidence of parents requiring holidays within the term is high, despite the school's best efforts to reduce this.

31. Procedures for assessing pupils' attainment and progress are good, and are best developed in the core subjects. The school has a good assessment policy, which is used by all teachers. The statistics produced are shared amongst staff, and the information is very well used to set individual targets and to assist in curriculum planning. In some subjects, regular assessment tasks are set which enable teachers to monitor the progress of individual pupils. This process is used very well for setting targets for pupils and is most effectively implemented in mathematics and English. It is a key factor in motivating pupils and improving attainment. The use of individual portfolios of pupils' work in information technology enables teachers to track progress, and new recording sheets will enhance this procedure. However, portfolios of examples of pupils' work matched against National Curriculum levels need updating to ensure the consistency of teachers' judgements. All work is regularly marked, and most teachers provide helpful written comments to help pupils to see how to improve their work.

32. Teachers and non-teaching staff are fully aware of the specific needs of pupils with special educational needs, and respond in a very positive and supportive way. They know what pupils do well and when they need help. As a result, support is directed effectively to those who need it, which has a positive effect on learning. The procedures for placing pupils on the register of special educational needs and for deciding what further help is needed are effective and consistent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school continues to have a very effective partnership with parents, which is based on a genuine desire to make partnership work. All parents are encouraged to come and play a role within the school, and many help in classrooms on a regular basis. The school is perceived as being strongly reactive to parents' anxieties, either as groups or as individuals. For example, the school has tried to address the problem of communicating with working parents by positioning meetings at alternative times of the day. The parent-teachers' association has been extremely active and beneficial to the school, both financially and in developing a distinctive family ethos. All events are very well organised by a hard working, large committee, and are very well supported by parents and friends. The governors have set up a working party on parent and community liaison, in order to sustain the impact of parents' involvement in the school at its present excellent level.

34. There was an exceptionally high number of questionnaires returned by parents, many of whom have high expectations of the school. Parents' approval levels have remained at a consistently very high level. They clearly recognise and value the efforts of the new headteacher, governors and staff in developing all aspects of the school within the last school year. However, some areas of dissatisfaction have grown since the last inspection regarding information on children's progress and on the lack of an interesting range of activities outside lessons. Concerns regarding information about progress appear to be substantiated historically, but the new headteacher has improved the quality and quantity of information, which is verified by talking with parents. Although the number of extra curricular activities is satisfactory, the school is currently developing initiatives to increase the range and quality of provision.

35. Written information such as the prospectus and the annual governors' report to parents are clearly written and of good quality. Other written communications are informative and engage the parents in many aspects of school life. A major strength is the school's commitment to being a welcoming place in which informal communications with parents flourish, particularly at the end of the day in the school playground or in classrooms. All formal open evenings are well attended including the annual governors' meeting for parents.

36. Parents are given regular information about their children's progress through interviews and annual reports, with an opportunity to discuss these with teachers. Annual reports contain good detail about the core subjects, but less information about the foundation subjects. Not enough comment is made about how pupils could improve the quality of their work, but there is space in the reports for parents to record their own views.

37. There is a close collaboration between the school and the parents of pupils with special educational needs, and together they produce meaningful individual educational plans containing achievable targets, which produce good progress.

38. The growth of the educational partnership is a very good feature of the school. Most parents have signed the home-school agreement after consultation. Most parents approve of the present homework arrangements, but would like the introduction of a homework diary. Reading diaries are well used by parents to record their joint efforts with their children. Both the parents' meeting and questionnaire expressed very positive views of the school, which are endorsed by the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership of the school is very effective and provides a clear sense of purpose, which is a major factor contributing to the school's successful development and improving standards. The school has clear and appropriate aims, which are strongly reflected in its daily life, as well as being evident in documentation and development priorities. The school is successful in achieving these aims.

40. The governing body is very supportive and successfully fulfils its role as 'critical friend' to the school. It is well organised and carries out its legal responsibilities by means of an effective committee structure. Governors take a keen interest in the work of the school and have a good understanding of their roles and responsibilities. The headteacher provides informative and detailed reports, which enable the governing body to have a good oversight of the progress and implementation of the school development plan. All the principal statutory requirements that were examined during the inspection were well met.

41. The personal leadership of the headteacher is very good. She has only been in post since the beginning of the academic year, but has managed to redirect the efforts of teachers and parents in raising standards and in developing the whole child. She inspires a strong sense of loyalty and motivation in staff, and enables all to make a contribution to school development. The headteacher is ably supported by the very good leadership of the deputy headteacher and chair of governors. With their support, and the support of all the staff, she has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. Her clear vision for the school is shared by governors and the senior management team and is articulated in the school's aims and values. The effects of this leadership and management are evident in the significant progress the school has made in many areas of its work since the beginning of the academic year.

42. The new headteacher and governors have introduced comprehensive procedures to analyse the overall strengths and weaknesses of the school and are using this data very well to decide the priorities for the School Improvement Plan. The current plan is very good. It is detailed, and identifies strengths, and areas for improvement. It makes clear the tasks and key personnel involved in carrying them out. Intended outcomes by a specific date are clearly stated, and the people who are designated to evaluate the success of the initiative are named. New, rigorous but supportive, arrangements for the monitoring the quality of teaching and planning have been introduced.

43. The headteacher and senior managers are very effective in promoting communication and consultation, and in monitoring progress and implementing change. Subject areas are well managed. There are very good arrangements for monitoring pupils' academic and personal development, and for reporting this to parents. These are all important factors in creating the positive and caring environment, which enhances learning and raises standards. One of the significant strengths of leadership has been the creation of a shared unity of purpose within the school, focused on developing positive attitudes to learning and improving standards of attainment. The professional partnership and dialogue between all teachers, senior managers and governors reflects the school's very good capacity to move forward and sustain further improvements.

44. Following the last inspection in November 1996, an action plan was prepared, which set out targets for future development. Good progress has been made in addressing the key issues for action from the inspection.

45. Key Issue 1: 'Develop further, as identified in the School Development Plan, the policy and practice in the Reception Years to ensure it fully meets the needs of pupils aged four and five year'.

46. Progress has been very good. The policy and practice in the Reception Years has been systematically reviewed and now fully meets the needs of children under five. Children are encouraged in a warm and sensitive manner to accept responsibility for themselves and their own learning. The strong partnership between the teachers of the two classes, the classroom assistants and parents promotes very good learning.

47. Key Issue 2: 'Continue to develop the current initiatives in writing to ensure consistently high standards are achieved across the school in spelling and handwriting'.

48. Progress has been good. Initiatives to develop aspects of writing have been successfully incorporated within the school's literacy strategy. Standards are regularly monitored across all classes, and areas for further improvement have been incorporated within the current school improvement plan.

49. Key Issue 3: ' Increase the challenges offered to more able pupils to use and apply their skills, knowledge and understanding in problem-solving and investigations'.

50. There is a new policy for the identification of more able pupils, and teachers clearly identify appropriate tasks and opportunities within their planning. There are increased opportunities for these pupils to use and apply their knowledge, understanding and skills in investigative and problem-solving work.

51. Key Issue 4: 'Ensure there is adequate support for pupils who have been identified as having behavioural difficulties and social special educational needs'.

52. Progress has been satisfactory. The school has improved its provision for pupils who are identified as having behavioural and social special educational needs. The classroom provision is organised to meet the needs of these pupils, and arrangements for individual education plans are effective in ensuring that individual needs are met. The provision in statements is fully implemented. There is a new behaviour policy, which is being consistently

implemented across the school. Restless 'off task behaviour' particularly in Year 1 has been identified by the school and forms a part of the current school improvement plan.

53. Key Issue 5: 'Continue to develop the role of curriculum managers in monitoring and evaluating pupils' attainment and the quality of education in all subjects.'

54. Progress has been good. The role of curriculum managers has been successfully developed, and time has been allocated during the current academic year for co-ordinators to monitor work and standards within the classrooms. This has led to improvement in the quality of teaching and learning.

55. Key Issue 6: 'Develop further the strategic management of all the resources available to the school, including the use of assessment data and success criteria, in order to meet the particular needs and abilities of the pupils at Crawley Ridge Infants School'.

56. Progress has been good. Much work has been done to carefully and systematically match budgets against school priorities. The headteacher, staff and governors now jointly monitor school improvements through a series of rigorous procedures, which include the evaluation of assessment data and progress against success criteria.

57. The school plans effectively for new developments, and the strategic planning committee is producing alternative detailed long-term strategies. Active financial management is supported by detailed costing information which enables expenditure to be closely controlled. The highly competent school administrative staff prepare alternative budgets for review by the headteacher and governors. Accounts are rigorously reviewed and monitored by the headteacher and a very competent finance committee. The effective school administration allows the headteacher to concentrate on teaching and learning, and makes very good use of information technology.

58. The headteacher and governors are starting to apply the criteria for best value in terms of recruitment and retention of staff, and the quality of services. Consultation with parents is undertaken through the representative role of parent governors, as well as through parental surveys.

59. There are sufficient qualified and experienced teachers to meet the school's needs. There have been significant changes in staff in recent years, but there is now a good blend of experience and expertise. All teachers, except the newly qualified teacher, have a co-ordinator responsibility based on their areas of expertise where possible, but the school lacks a music specialist. There have been no staff changes in the current academic year, and the evident commitment to the school augurs well for increased stability.

60. Teachers are well deployed. Job descriptions clearly identify both general and specific responsibilities. The training and involvement of all staff, including learning support assistants, is good, so that no group feels excluded from the team. There are very good procedures for the induction of the newly qualified teacher and all new staff, so that they quickly become integrated within the daily life of the school. There has been a major

emphasis on training for the National Literacy and Numeracy Strategies in particular, and co-ordinators have attended a wide variety of courses. Good quality arrangements for appraisal are implemented consistently. The quality of the provision for staff development contributes significantly to school development.

61. Overall, the standard of accommodation is good. Classrooms are light and airy and are greatly enhanced by colourful displays. The hall and library are very good facilities and are well used. The playground areas have attractive features and have been well developed for both adventure and more reflective play. The school decoration is generally good, as the windows and cladding have been recently refurbished. The cleaning and routine maintenance of the school is good under the direction of the conscientious caretaker.

62. The range and quality of learning resources is good in most departments. A significant proportion of the funding available has been used to ensure that there are sufficient books of good quality. Art resources are of very good quality and only religious education are satisfactory in quality and sufficiency. Pupils generally have good access to resources, which are well located around the school and teachers make good use of these resources. The ratio of computers to pupils is good, and one computer in each class is connected to the Internet. The funding allocated to learning resources is higher than in most schools nationally, and this has a positive impact on the quality of education provided.

63. Financial data indicates that cost per pupil is very high in comparison with all schools. The principal reasons for this are the high staffing costs and the expenditure on resources when considered on a per capita basis. The school realises that it exists in a competitive market place with regard to the number of pupils on roll, and has been able to increase its income during the period since the last inspection by a variety of marketing strategies. It has also boosted its income by letting part of its accommodation to a private nursery. The school has made efforts to gain grants during the last year and this has been partially successful, though understandably, this has not been a priority. A distinctive feature of the school's accounts is the high surplus carried forward in its balance sheet. This is reducing, but is still outside the national guidelines. Income has been sensibly spent each year, but the balance has grown due to insurance payments for teachers' long-term absence and unbudgeted income in the first year from the private nursery.

64. A wide range of indicators, including the quality of teaching, the improvement since the last inspection, the quality of leadership and management and pupils' achievements, shows that the school is effective. Despite relatively high unit costs, it gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to improve further, the school should:
 - * re-examine the curriculum to achieve a better balance between the time allocated to individual subjects;
 - * re-examine the way in which the timetable is arranged;
 - * monitor the behaviour strategy outlined in the school improvement plan to ensure the progress of pupils in developing a greater sense of self-discipline and awareness of others.
- Of lesser importance:
 - * portfolios of examples of pupils' work matched against National Curriculum levels should be regularly updated to ensure consistency of teachers' judgements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.9	41.2	41.2	14.7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	154
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	34	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	25	25
	Girls	33	33	33
	Total	57	58	58
Percentage of pupils at NC Level 2 or above	School	94 (87)	94 (85)	94 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	25	25	27
	Girls	33	33	34
	Total	58	58	61
Percentage of pupils at NC Level 2 or above	School	94 (84)	94 (87)	98 (87)
	National	82 (81)	86 (85)	87 (86)

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	115
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Exclusions in the last school year

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

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

Financial information

**Qualified teachers and classes:
YR - Y2**

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	20.8:1
Average class size	25.6

**Education support staff:
YR - Y2**

Total number of education support staff	5
Total aggregate hours worked per week	70

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial year	1998/1999
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	£
Total income	359368.00
Total expenditure	325030.00
Expenditure per pupil	1912.00
Balance brought forward from previous year	11461.00
Balance carried forward to next year	45799.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	5	1	1
My child is making good progress in school.	47	48	4	0	1
Behaviour in the school is good.	42	55	2	0	1
My child gets the right amount of work to do at home.	33	52	13	0	2
The teaching is good.	50	46	1	0	3
I am kept well informed about how my child is getting on.	30	46	20	2	2
I would feel comfortable about approaching the school with questions or a problem.	54	30	11	5	0
The school expects my child to work hard and achieve his or her best.	58	38	2	0	2
The school works closely with parents.	35	43	17	2	2
The school is well led and managed.	44	42	9	1	4
The school is helping my child become mature and responsible.	40	56	2	0	1
The school provides an interesting range of activities outside lessons.	15	33	35	11	5

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

65. Children are admitted to school as 'rising fives', in the term in which their fifth birthday falls. Most have previous nursery and playgroup experience.

66. The school has very good admission arrangements. Children and parents visit the school prior to entry, and parents have an opportunity to borrow information packs to help them prepare their children for school. Parents are invited into school during the child's first weeks so that day-to-day routines can be explained to them and so that the reading policy can be discussed. They are provided with good quality information on mathematics, spelling and 'emergent writing'. Parents' contribution to school life is very good and there are very good home-school links.

67. Attainment on entry for children under five is broadly above that normally expected for children of a similar age. By the end of their time in the reception classes, all children, including those with special educational needs, have made very good progress in all areas of the curriculum and their attainment is well above what would normally be expected. In all areas of the curriculum, teaching is very good, as is the support of classroom assistants and parents who are well briefed in their roles. Planning is very good, expectations are very high, management of children is very good and the interaction between children and adults is very effective. These factors help to promote the very good learning seen in the reception classes. At the time of the inspection, approximately 50 per cent of these children were working at Level 1 in all subjects of the National Curriculum. A further 40 per cent are expected to be working at Level 1 by the end of the reception year.

Personal, social and emotional development

68. Most children settle very quickly into the routines of the reception classes and enjoy coming to school. They quickly develop confidence and grow in self-esteem, making very good progress in the acquisition of social skills. Children behave in appropriate ways and are aware of right and wrong. They are taught to be independent learners and to show respect for others by caring and sharing and their willingness to take turns. Children treat resources and the environment with care. For example, during a woodland walk they demonstrated their concern for living things, and showed awe and wonder at the developing rhododendron buds. They respond well to cultural and religious events, contributing confidently to whole school assemblies. Children are highly motivated, work hard to achieve success, and show initiative. Almost all have personal independence, for example, in dressing and hygiene.

Language and Literacy

69. The high priority given to children's language development and communication skills results in children listening attentively, speaking clearly and extending and enriching their vocabulary. They are keenly attentive to stories, songs, rhymes, and confidently take part in discussions. For example, children use increasingly complex vocabulary to express thoughts and feelings when empathising with the three bears over Goldilocks' intrusion into their home. They take part in role-play in the three bears' house and make up their own stories, for

example about what Goldilocks might say to the three bears, when she realises the consequences of her actions. Children use and enjoy books, and almost a third of them read simple books fluently and with understanding. They recognise and write their own names and some key words, and identify letters of the alphabet by shape and sound. Children associate sounds with patterns in rhymes, with syllables and with words and letters, and use pictures, symbols, familiar words and letters in their writing to communicate meaning. They write their names with appropriate use of upper and lower case letters. The high level of parental support further aids children's learning. Books are taken home each night and parents and teachers and, in some cases, children, comment on progress.

Mathematics

70. Through well planned teaching activities, children learn to compare, sort, match, order, sequence and count, using everyday objects. They are familiar with counting games, number rhymes, songs and stories, and recognise and use numbers up to ten. Twenty per cent of pupils can count beyond 20, and many are able to identify and recreate mathematical patterns. Children begin to solve practical problems and show an awareness of number operations, such as addition and subtraction, and language such as 'add one more' and 'take one away'. They accurately use mathematical language to describe shape, position, size and quantity, such as circle, cube, behind, bigger than, and more than.

Physical development

71. Through gymnastics, dance, movement and games, children learn to move confidently and imaginatively, with increasing control, co-ordination and an awareness of space and others. Children use balancing and climbing apparatus with increasing skill and have daily access to their own area to play with large apparatus and wheeled toys. They use a range of large and small equipment with increasing skill, and use tools and construction materials safely and with increasing control. For example, during a lesson focussing on the use of space, children built on previously learned skills to develop their ability to balance and roll with good control and imagination. All were able to handle apparatus carefully and safely, and showed very good awareness of others.

Knowledge and understanding of the world

72. Children talk about their families, and past and present events in their lives. They are familiar with the layout of the school and correctly use geographical and directional words when describing it. Children explore features of living things during seasonal woodland walks and when studying the school pond and garden. They look closely at similarities, differences, patterns and change, talking about what they see and sometimes recording their observations. Children make appropriate use of technology, such as tape recorders, programmable toys, computers and digital cameras during lessons. They select materials and equipment to develop skills such as cutting, joining and folding for a variety of purposes. As they evaluate their finished products, they explain how they could improve them.

Creative development

73. Children explore sound through music and speech. They sing tunefully, with a good sense of rhythm, and successfully maintain the rhythm in simple clapping sequences. They work with unpitched percussion instruments to produce a musical accompaniment to the story of Goldilocks and the three bears, and begin to transfer musical ideas into a 'music sentence'. Through music they create the happy journey of Goldilocks through the woods, her arrival at the cottage, the creaking of the door, the stirring of the porridge and the breaking of the chair. They know which instruments are most appropriate to express the feelings they wish to communicate. Children use a widening range of materials, suitable tools and other resources to express ideas. For example, they explore colour, texture, shape, space and form in two and three dimensions through art, physical activities and music. They recognise and mix primary colours, and use bold brush strokes effectively. During role-play, children use their imaginations well to respond to what they see, hear, smell, touch and feel.

74. Leadership of the under fives is very good. Children are encouraged in a warm and sensitive manner to accept responsibility for themselves and their own learning. The strong partnership between the teachers of the two classes, the classroom assistants and parents effectively promotes very good learning. Resources are of a good quality and are used well. Very good use is made of all teaching areas. Pupils' achievement and progress are regularly assessed and built upon and children are aware of their individual targets. The quality of provision for the reception classes and very good standards achieved are strengths of the school.

ENGLISH

75. Results of the National Curriculum tests for 1999 show that, when compared with all schools, attainment of seven year olds is well above the national averages in reading, and in line with them in writing. When results are compared with those of similar schools, standards are above average in reading and below in writing since no pupils reached the higher Level three in 1999.

76. Inspection evidence indicates that the steady fall in attainment in writing has been reversed, and by the end of Key Stage 1, overall attainment in English is now above national expectations. This is also an improvement on the findings of the previous inspection report. The school has maintained its high standards in reading which are very good. Speaking and listening skills are good, and are above national expectations. The percentage of pupils in line to attain Level three writing skills has also significantly improved. There are a number of reasons for this improvement; they include the high quality of teaching during the Literacy hour, the new monitoring and assessment procedures and the 'writing workshops' for pupils of all abilities in Years 1 and 2. Able writers in Year 2 are also withdrawn to work in small groups with a part time teacher. Pupils with special educational needs and those for whom English is an additional language make good progress. There is no significant difference in standards of literacy between boys and girls.

77. Speaking and listening skills are well developed throughout the key stage as teachers encourage lively discussion and provide good opportunities for pupils to re-tell stories and explore new ideas. By the end of Year 2, most pupils speak fluently, clearly and confidently and generally listen attentively. A significant weakness in both year groups is the lack of opportunity for role-play and drama.

78. The high standards in reading are the result of very effective reading strategies. Pupils read regularly in school and at home, there are good reading resources appropriately graded, and teachers regularly assess reading skills. As a consequence, higher attaining pupils read fluently by the end of the Year 2. They express opinions about books and enthusiastically discuss characters and plots. The middle range of pupils in each class is reading at levels above those expected nationally. There is a small percentage of lower attaining pupils who lack the confidence to read fluently. A reason for this is that they do not have enough strategies to build words with confidence. However, pupils' ability to retrieve information using the contents or index of reference books is less well developed.

79. Evidence from pupils' written work indicates that they make good progress over time. By the end of Year 2, most pupils' writing is well organised; they have a working knowledge of basic punctuation and spell common words accurately. Higher attaining pupils produce some excellent writing, in a variety of different forms. They extend ideas logically in sequences of sentences, with vocabulary appropriately and sensitively chosen for its variety and purpose. However, there are significant differences between rates of progress made by higher, average and below average pupils. This is because teachers' expectations of the middle-range of pupils are sometimes not high enough. The potential of these pupils is not always fully developed because not enough attention is given to developing their higher order writing skills. For example, in Year 1, not enough emphasis is placed on developing their use of vocabulary and in giving them practice in writing for different audiences. Lower attaining pupils are well supported and make good progress. Pupils regularly practise a cursive handwriting style and most hold pencils correctly. This was an area criticised in the previous report. Presentation of work is generally good and standards of handwriting are broadly average.

80. The quality of teaching is very good. No unsatisfactory teaching was observed, and two thirds of the lessons were very good and one third were good. Teachers plan their literacy lessons together as year group teams. Their termly and lesson plans are of high quality. There are explicit learning intentions for each week and for each lesson, enabling pupils to understand what they are doing, how well they have done and how they can improve. The quality of day-to-day assessment is very good. It enables teachers to plan future lessons and set realistic targets for improvement. These targets motivate pupils and thus enhance their learning. Teachers have a good command of English and considerable expertise in teaching basic skills, and give pupils the confidence to try out their ideas. This is often seen in plenary sessions at the end of lessons, where pupils share and consolidate their learning and are able to evaluate their own progress in relation to others. Teachers generally have high expectations of pupils, select challenging activities for them and move lessons along at a brisk pace. For example during a Year 2 lesson focusing on adjectives and vocabulary work, pupils chose a character from a fairy story, identified adjectives independently from the text and wrote lists, simple sentences or descriptive paragraphs. During the lesson the teacher skilfully gave pupils the right amount of help because she knew how much support each individual pupil needed. This help ranged from occasional checks on the highest attaining pupils to full support

throughout the activities for the lowest attainers. The help enabled all pupils to take part in the plenary session, where pupils from each group read their work and the class had to guess the characters being described in the paragraphs, sentences or word lists. Teachers set regular homework, for example there is daily home reading and weekly spellings to be learned. Homework complements learning in the classroom. Teachers provide effective support for pupils with special educational needs in all classes.

81. Pupils have positive attitudes to learning. They enjoy lessons and are keen to learn. Most pupils sustain concentration and remain on task for long periods. During group and 'paired' work, pupils co-operate and work well together. There is an element of restlessness particularly amongst some boys especially in Year 1, if the teacher does not spend time with them during the very long periods of intensive literacy work. These overlong sessions can lead to difficulties with perseverance and attention.

82. The curriculum is generally broad and well balanced. The scheme of work is yet to be written but planning closely follows the National Literacy Strategy. The curriculum meets statutory requirements. Its strength is the continuous and progressive development of basic skills. Pupils are given good opportunities to write in a good range of forms, including poetry, reporting, instructions, descriptive and narrative writing in many subjects such as history and geography. However, there are fewer opportunities for all pupils to write creatively, or to participate in role-play and drama. All pupils have equal access to the curriculum.

83. Provision for the social and moral dimensions of pupils' personal development are good. For example, pupils learn to work together in lessons and discuss good and bad characters from their reading. Although there are some good examples of opportunities taken to enhance pupils' spiritual and cultural development, many opportunities are missed. Some of the display work provides pupils with moments for reflection, for example the combination of pupils' writing with some beautiful art work or the book 'The Mango Tree', which helps to develop an awareness of some multi-cultural concerns.

84. The subject is ably led and very well organised. There have been a number of effective new strategies introduced and these are helping raise standards. For example, class teaching and pupils' work is regularly monitored, there are effective assessment strategies in place and 'booster' classes are raising the attainment of higher achieving pupils. Resources are adequate.

MATHEMATICS

85. Pupils make good progress in mathematics during their time in the school because of good teaching, based on very good planning. This maintains the overall position at the last inspection, and also shows improvement since high attaining pupils are now being given greater challenge. Pupils with special educational needs are making good progress. This is also an improvement on the last inspection report when progress was described as satisfactory.

86. The proportion of pupils reaching the nationally expected Level 2 or above was high in comparison with the national average in the 1999 National Curriculum tests for seven year old pupils, but the proportion reaching the higher Level 3 or above was low. Overall, pupils' results were below the national average and well below in comparison with the average for similar schools. Results have steadily declined each year since the last inspection when results were high in comparison with the national average.

87. The year-on-year decline in standards has been reversed and significant improvements have been made, so that now attainment is above average. Almost one third of pupils are now working at a higher level than that expected for their age. Provided that pupils continue to progress at the present rate, the proportion in line to achieve Level 2 at the end of the academic year is likely to be above average. Attainment at the end of Key Stage 1 is above the national average. A review of past and present work, test results and discussions with teachers and pupils shows that attainment is now above average, with approximately one-third of pupils currently working at a higher level than expected for their age. This is the result of good teaching, and a number of initiatives that have been put in place during the current academic year. These include the introduction of the National Numeracy Strategy, a thorough analysis of past results and areas of weakness, the establishment of tracking systems, more effective criteria for determining where pupils are, and the setting of individual targets.

88. By the end of Key Stage 1, almost all pupils develop their own strategies for problem solving and readily explain their work. Pupils count reliably up to 100, as well as counting on or back in ones or tens, starting from any two-digit number. They recognise odd and even numbers to at least 30 and two-digit multiples of two, five and ten. Most understand place value and order whole numbers to at least 100, and accurately round numbers less than 100 to the nearest ten. They add and subtract with confidence, and describe multiplication as repeated addition and division as repeated subtraction or sharing. Pupils accurately use halving as the inverse of doubling, and easily recognise coins, find totals, and give change. Most use a wide variety of problem-solving strategies including sorting, classifying and organising information in different ways using simple tables, pictograms and block graphs. They accurately estimate, measure and compare lengths, masses and capacities using standard units, and carefully discuss and explain their measurements. Most pupils can tell the time accurately, and are familiar with the months of the year. They successfully use mathematical names for common two-dimensional and three-dimensional shapes and understand whole, half and quarter turns as well as recognising right angles.

89. Teachers give pupils good opportunities to develop their numeracy skills, and this is having a positive effect on the standards achieved. As a result, by the time they leave school, at least a third of all pupils have already started work on the curriculum designed for pupils at Key Stage 2. Mathematics is used effectively to support learning in many subjects, including geography, history and science where data is collected and analysed and often presented graphically using the computer. In art, shapes are used to form repeating symmetrical patterns. Pupils, including those with special educational needs and gifted and talented pupils, make good progress, because of good teaching and the levels of support available.

90. Pupils' attitudes contribute positively to their learning. They respond well to the structure of the National Numeracy Strategy and they enjoy mathematics. Pupils listen attentively, sustain concentration and work hard to complete tasks with enthusiasm. They work well on their own, in pairs and small groups, and usually present their work carefully.

Pupils understand what they have to achieve during lessons and are keen to reach their personal targets. All these factors contribute to the improvement in standards, as pupils know at what level they are working and what they have to do to improve on this. The length and intensive nature of some lessons sometimes results in some pupils becoming tired and restless at the end of sessions.

91. The quality of teaching is good overall and it is often very good. This represents an improvement since the last inspection when teaching was described as sound, with some good teaching of older pupils. Planning is very good, with very good use of assessment information to set appropriate challenges for pupils who learn at different rates. Teachers' subject knowledge and understanding is good, and basic number skills are presented with clarity and confidence. Teachers' expectations are high and their management of pupils is good. They make good use of time, classroom assistants and resources to effectively support pupils' learning. Teachers use questioning well to check and extend pupils' mathematical understanding, and they mark work constructively and informatively. They make good use of homework to reinforce what they teach in class. These are all key factors in helping pupils to acquire a secure grounding in all aspects of mathematics. Teachers also involve parents in their children's mathematical development and notices displayed in classrooms list the week's objectives. A display in the school entrance hall, entitled 'Maths at home - How can I help?,' suggests a range of mathematical skills that can be practised at home, such as estimating, measuring, counting, recognising shapes, playing games with a dice, using money, and cooking.

92. The subject is very well managed by an enthusiastic and well-trained co-ordinator, who effectively monitors planning and teaching. She also provides in-service training for staff and governors and has arranged a curriculum evening so that parents can gain a greater insight into the National Numeracy Strategy. Information from assessment procedures, including tests, is used well to organise support for pupils grouped in similar levels of attainment. The emphasis placed on reflecting on and improving practice, and the willingness to try new ideas, has contributed to the rise in standards. The good systems in place indicate that there is now a very good capacity for further improvement. The main weakness is the lack of an up-to date portfolio of examples of pupils' work, matched against National Curriculum levels, against which all teachers can standardise their judgements.

SCIENCE

93. Attainment at the end of Key Stage 1 is above national expectations. This is an improvement on the results of the 1999 teacher assessments, which showed that the number of pupils reaching the higher Level 3 was well below the national average overall. Improvements are due to good teaching, and a number of initiatives that have been put in place during the current academic year. These include the introduction of more experimental work, a thorough analysis of past results and areas of weakness, and more effective criteria for determining what children have achieved.

94. By the end of Key Stage 1, all pupils carry out experimental work carefully and record findings well. Average and higher attaining pupils have good levels of knowledge and understanding in all the areas of science studied. Lower attaining pupils have more difficulty in retaining what they have learned, and their understanding is less secure. However, pupils

with special educational needs make good progress. Practical investigative work shows a good level of understanding, both of the nature of an investigation, and of the importance of safety procedures. By the end of the key stage, pupils can make observations and are able to interpret their findings and tell the rest of their class about them, using appropriate simple scientific vocabulary.

95. Throughout the school there is good emphasis on developing numeracy and literacy skills, and this is evident in pupils' work. The development of good literacy and numeracy skills, contributes substantially to the good progress pupils make throughout the key stage. Year 1 pupils, for example, describe an investigation about bouncing balls, and measure the height of the bounce in centimetres. In Year 2 the majority of pupils use cursive script when recording their experiments. They use capital letters and question marks correctly, and carefully use simple scientific vocabulary. They successfully measure quantities of liquids using millilitres when studying the dilution of liquids such as squash with water. Good use is also made of information technology to support learning, and pupils use computers well for producing written work, including the recording of experimental results, and to access information held on CD ROMs.

96. Pupils' attitudes contribute positively to their learning, and they enjoy science. They listen attentively, sustain concentration and work hard to complete tasks with enthusiasm. Pupils know what the objectives of the lesson are and, during well-organised plenary sessions at the end of lessons, are able to evaluate to what extent they have achieved them. They work well on their own, in pairs and small groups. The presentation of pupils' work is usually good. In some lessons pupils' competitive attitudes to complete work as quickly as possible, and to be first in the class, often means that they do not extract the maximum benefit from the activities.

97. The quality of teaching is good. This is an improvement on the findings of the previous inspection report when teaching was said to be 'sound'. No unsatisfactory lessons were seen, and two thirds of teaching is good, and one third is satisfactory. Teachers have good knowledge of their subject and of how to teach it. They plan lessons well to include a good variety of activities designed to capture and maintain pupils' attention. They are skilled in questioning pupils to consolidate and review previous learning, and to reinforce new ideas. Teachers share learning objectives at the beginning of lessons so that pupils clearly understand what they have to do. For example, in a Year 1 lesson about the properties of materials the teacher started by reinforcing previous learning and moved on quickly to a demonstrate the practical activities to be done, supported by carefully chosen questions. Pupils then worked in small groups to carry out the experiments, and the teacher moved from group to group, supporting pupils where necessary and asking questions to assess how much they understood. Good use was made of a plenary session to review learning, to set new targets and to review what to do next. In another lesson on electrical circuits, the teacher skilfully shared the lesson's objectives with the class before explaining the practical investigation. This was carefully designed to develop pupil's skills in handling components and recording observations. Resources were well used, and day-to-day assessment was also effective. In the small number of other lessons where teaching was satisfactory, rather than of higher quality, there were minor shortcomings such as overlong introductions to practical tasks.

98. Leadership of the department is good, and the whole school shares a common ethos and approach, which ensures that all pupils gain the maximum benefit from their lessons. Teachers

are being retrained to ensure that their assessments of pupils' work are standardised throughout the school. This will enable teachers to monitor progress accurately, and help in the early identification of those pupils who need further help. Support for teachers' own professional development is also good, and there are good systems to ensure that good practice is shared throughout the school. For example, teachers in parallel classes plan and evaluate together to ensure pupils follow the same work.

ART

99. The previous report described art as a strength of the school, making a significant contribution to its ethos. This is still the case. By the end of Key Stage 1, attainment is above that expected for pupils of a similar age, and they make good progress.

100. Pupils in both year groups have good opportunities to experience a range of media. Year 1 pupils make clay models of animals, use pastels for drawing dinosaurs, make leaf prints and paint landscapes. In Year 2, pupils paint portraits and landscapes in the style of great artists and make prints in the style of other cultures. A particular strength in both year groups is the use of information technology. For example, pupils in Year 1 design Christmas wrapping paper and draw free form portraits, and in Year 2, they design jugs in the style of Clarice Cliff. The very good display of art around the school shows good compositional skills, good use of colour and satisfactory development of line and form. Pupils with special educational needs are well supported by teachers, and make satisfactory progress in relation to their prior achievement.

101. From the small sample of lessons observed, the quality of teaching and pupils' learning is satisfactory overall. No unsatisfactory lessons were seen, and two thirds of teaching was satisfactory, and one third was good. Where teachers have good subject expertise, the quality of learning is high. Pupils explore ideas and work well independently, developing good observational skills. Where expertise is less secure, teachers' lack of confidence is reflected in pupils' slower rate of progress. Generally, teachers have high expectations and pupils respond well to challenges. Lessons are carefully planned with clear learning intentions and these enable pupils to understand the work that they are doing and to evaluate the progress they are making. Pupils generally have positive attitudes to art, enjoy their lessons and behave well. Pupils' attitudes and the additional help from parent helpers in classrooms, enhance their learning.

102. The previous report found the scheme of work to be a weakness. Although the curriculum is now broad and balanced, there are still limited opportunities for three-dimensional work and work with textiles. Art makes a valuable contribution to pupils' spiritual, moral, social and cultural development. The high quality of artwork, frequently linked with poetry and descriptive writing, provides very good opportunities for reflection. Pupils work together co-operatively and develop disciplined approaches in art

lessons. A strength within the curriculum is the study of the styles of different artists together with the use of examples of art from other cultures. For example, there is very good work in Year 2 on Pointillism, and the link is established between the style of Seurat and Aboriginal 'Dreamtime' painting.

103. Art is well organised throughout the school with very good resources. Day-to-day assessment is generally satisfactory, but there is no systematic recording and storing of individual pupils' work and limited evidence of assessment over time.

DESIGN AND TECHNOLOGY

104. It was not possible to observe the teaching of design and technology in Key Stage 1, and no judgement can be made on teaching. Progress in design and technology was judged through looking at pupils' work that is displayed around the school, examining planning documents, the policy and scheme of work and talking to the subject co-ordinator and pupils in both year groups. Inspection evidence indicates that attainment is in line with that expected for pupils of a similar age, and progress is satisfactory. This is similar to the findings of the previous inspection report. Pupils with special educational needs are fully integrated into lessons and make good progress.

105. Pupils are making satisfactory progress in developing their skills in designing and making, and are refining their ability to use a range of tools and materials. They are making satisfactory progress in measuring and cutting accurately and in applying finishing techniques to their products. All pupils are beginning to use technical vocabulary, appropriate to their ages, and are learning to evaluate products against their original designs. Pupils in Year 1 made a model linked to their literacy text, 'The Train Ride' by June Crebbin and their geography topic on the local environment. They used dictionaries to help write labels, which gave directions to guide model vehicles around the diorama. In Year 2, pupils effectively used information technology to make imaginative designs for mugs and cups in the style of Clarice Cliff, and then carefully made them in clay. They examined a number of commercial products such as crackers, disassembled them to see how they worked, and evaluated the success of their own designs. Pupils made model dinosaurs using split pins to articulate the joints. They followed their designs accurately, evaluated their success, and incorporated any changes in the finished models.

106. Pupils' attitudes are good and enable them to learn well. They apply themselves with interest, take an active part in discussions, and seek to improve their work. Pupils talk confidently about their achievements, describe how they generate designs and carefully identify changes and improvements they would make to their original ideas.

107. The subject is well managed by an enthusiastic and experienced co-ordinator who has a good understanding of what has to be done to raise standards further. Resources are good and are well used and readily accessible.

GEOGRAPHY

108. Only one geography lesson was seen during the inspection. Additional evidence was obtained from a scrutiny of pupils' past and present work, teachers' planning, school documentation, photographic evidence and displays around the school. Inspection evidence indicates that attainment is above that expected for pupils of a similar age. This maintains the position at the time of the last inspection when standards were above average. Progress has improved and is now good across the key stage. Pupils with special educational needs are well supported by teachers, and make good progress in relation to their prior achievement. There is insufficient evidence to make a judgement about the quality of teaching.

109. The curriculum in Year 1 focuses on the locality of the school and its environs. Primary evidence is obtained from fieldwork in the school grounds and beyond, and secondary evidence from photographs and aerial studies. Pupils trace the route followed each day by the local postman, study postmarks and locate them on local maps and those of larger scale including Britain and the World. They visit a farm and compare and contrast the use of land and buildings with that of the immediate school environment. Pupils broaden their vocabulary by learning appropriate terms, such as tributary and source, when using secondary sources to obtain geographical information. In the single lesson observed, pupils showed application, involvement and enjoyment as they worked collaboratively to achieve the objectives that had been made clear to them by the teacher. The purposeful teaching was based on secure knowledge and understanding and very good planning, and promoted an ethos of learning. The teacher's high expectations, effective teaching methods and good management of pupils led to sustained interest and concentration which, in turn led to pupils' good progress. The skilful way in which the teacher assessed the pupils during the course of the lesson resulted in the teacher giving help at appropriate moments and helped all pupils to succeed in their task. Time and resources are used well by all teachers.

110. Pupils in Year 2 develop their good knowledge of the environment through the use of plans and maps. They carefully identify routes, use keys, symbols and engage in fieldwork, when comparing and contrasting the countryside with the town. Pupils look at the facilities in Camberley and recognise the physical and human features that give it its character. They visit a local fast food restaurant and locate the origin of the ingredients on a world map. During the year, pupils study how weather varies over time. They know that site conditions can influence the weather, for example that there are differences in temperatures between shade and full sun, and that wind speed can vary between sheltered and exposed sites. Pupils go on to examine world weather patterns and the extremes that occur, and collect data about the local weather and use it to construct a graph of their findings.

111. The good number of visits made during the year extends pupils' geographical knowledge and understanding and enables them to practise their geographical skills. These visits are well used by teachers to make geography relevant, to engage pupils' interest and to promote independent learning.

112. The enthusiastic co-ordinator gives good leadership and is keen to develop her role to include more direct monitoring. She places strong emphasis on the development of geographical skills. Resources are good, are used well and are readily accessible. The current scheme of work is being reviewed and developed to take account of the changes to the curriculum from September 2000.

HISTORY

113. Opportunities to observe history being taught during the inspection were limited to one lesson in Year 1 and one lesson in Year 2; because of this no overall judgement is made about the quality of teaching. Additional evidence was obtained from the pupils' past and present work, teachers' planning, the policy and scheme of work and displays around the school. Inspection evidence shows that standards of work are good. This represents an improvement since the last inspection when standards of work were generally satisfactory, but above average for many pupils at the top of the school. Progress has improved from sound to good over the same period. Pupils with special educational needs are well supported by teachers, and make good progress in relation to their prior achievement.

114. In Year 1, very good planning by the class teacher leads to excellent teaching by a visiting member of staff from the Surrey Heath Museum. From the start, the 'teacher' engaged the interest of the pupils through her enthusiasm, her skilled use of questions and the opportunities she gave for pupils to observe and handle a wide range of artefacts. Pupils went on to speculate about how people did their washing in the past and wanted to know how they could find out more. Through role-play, they were introduced to Mrs Lather's laundry and participated enthusiastically. They tried their hand at using the dolly, copper, washboard, soap, posser and mangle, and decided that washing must have been a long and arduous process. Having gained their undivided attention, the 'teacher' was able to draw on their previous knowledge and extend it through a discussion about the materials used at the time, the clothes that were worn and the part played by museums in helping us to learn about the past. The management of the pupils was excellent and pupils responded with very good behaviour. Pupils extended their historical vocabulary, identified ways in which the past is represented and used historical enquiry skills well. Several pupils took photographs with a digital camera of others using the washing implements.

115. In Year 2, pupils extend their understanding that historical information can be presented in a variety of ways and can be obtained from a variety of sources. Pupils listened to a tape about how teddy bears were invented and how they got their name, learned about the life of Margarett Steiff and worked in pairs, as detectives, to discover the 'old' amongst the 'new'. Pupils concentrated well and put a lot of thought and effort into their work. They successfully sequenced events and objects, and correctly used common words and phrases relating to the passage of time such as 'before', 'after' and 'long ago'. Clear objectives shared at the beginning of the lesson helped pupils to share their knowledge of what they have learned during the well-organised plenary session at the end. The teacher's good knowledge and understanding, high expectations, good management of pupils and good use of time and resources kept pupils involved and interested. Pupils were encouraged to use appropriate vocabulary, such as 'sequencing', 'chronology', 'evidence' and 'interpretation', and to find out information from a wide range of sources including the Internet. They used a digital camera well to record information.

116. During the year, good use is made of visitors to the school, particularly parents, grandparents and museum staff, all of whom help to develop pupils' knowledge and understanding of the past. Similarly, visits to places of historical interest such as Painshill Park, where pupils can dress up in the costumes of past ages, bring history 'alive' for pupils, engaging their interest and promoting independent learning.

117. The enthusiastic co-ordinator gives good leadership and places a strong emphasis on the development of skills and the use of primary evidence. Resources are good, are readily accessible and are well used. The current scheme of work is being reviewed and developed to take account of the changes to the curriculum from September 2000.

INFORMATION TECHNOLOGY

118. Information technology is fully integrated into other subjects in the school. Pupils have lessons in basic information technology skills with their class teachers, after which they learn to use information technology through the other subjects of the curriculum. The success of this strategy owes much to the leadership and management of information technology, which is very good.

119. At the time of the last inspection information technology was judged to be above national expectations. Standards have been maintained and by the end of Key Stage 1 standards are above expectations, and pupils make good progress. Pupils manage the mouse with ease, know how to retrieve and save work successfully, and use information technology for a range of purposes. In English, pupils achieve good standards in communicating and handling information through effective application of word processing skills. For example, pupils in Year 1 use commercial packages to type in simple text and change its colour using the mouse. They sequence the story of 'Goldilocks and the tree bears' by positioning pictures in the correct order by using 'dragging and dropping' techniques. In Year 2, they continue to develop their word processing skills and know how to change the size of fonts, how to alter the quality of text by selecting bold, and how to drag text to new positions on the screen. In mathematics, pupils in Year 1 collect data about the weather and construct pictograms to record their findings, while pupils in Year 2 use weather symbols to construct simple block graphs. In science, the youngest pupils use a graphics program to draw trees, selecting icons to make circles and ovals to form the leaves. They expand them and fill the shapes with colour selected from a palette. By Year 2, pupils are able to access information on a CD ROM to print diagrams of the human body, with major organs correctly labelled. Learning is successfully extended in the majority of other National Curriculum subjects. For example, in geography, simulation software allows pupils to use the mouse to control images on screen as they hunt for the bones of extinct dinosaurs by searching under rocks. In design and technology pupils produce computer-generated designs of Clarice Cliff mugs and cups, which they then make in clay. All pupils have opportunities to develop their control skills. Year 1 pupils successfully enter data to control a floor robot, and by Year 2 they are able to use a simple technical language to move an icon around the screen. Pupils with special educational needs are well supported by all teachers, and make good progress in relation to their prior achievement.

120. There was no direct teaching of information technology observed during the period of the inspection, but pupils were seen busily using the computers during many lessons. Teachers are secure in their knowledge of information technology and how it enhances their subject, so their planning is good. Technical language is used appropriately by teachers, and supports the development of pupils' understanding. Pupils are very well managed, and their

own enthusiasm is an important factor contributing to the good progress they make. Another factor is teachers' high expectations and their imaginative use of information technology. For example in an excellent history lesson pupils learned about life in the past through artefacts and learned how to interpret evidence from them. Pupils then made a record of the artefacts for future reference by making images using a digital camera.

121. The school is also providing pupils with many challenging opportunities to use computers creatively and imaginatively. For example, the school has its own web site and pupils access the Internet to gain information and send e-mail. These Internet skills are not part of the Key Stage 1 curriculum, but belong in Key Stage 2, and make a significant contribution to what pupils achieve.

122. The management skills of the information technology co-ordinator, and the technical skills she displays in managing the systems, underpin this success. There is a clear vision of what has to be done over the next few years, and planning matches these aims closely. Statutory requirements are met. Liaison work with teachers is very effective; with the result that planning across subjects is good. Class teachers carry out assessment of pupils' information technology capability, and pupils have their own portfolios of examples of work.

123. Since the previous inspection, the co-ordination of information technology has been strengthened, with the result that development has been coherent and effective. Job responsibilities are now clear, and the policy for information technology is under review to bring it in line with the new National Curriculum requirements that will take effect from the beginning of the next academic year. Assessment procedures are being successfully developed and implemented.

MUSIC

124. It was not possible to make a judgement about the standards in music during the inspection because no lessons were seen, nor was it possible to examine previous work because of the practical nature of the subject and the fact that very little written work is produced in music at Key Stage 1.

PHYSICAL EDUCATION

125. Standards in physical education at the time of the previous inspection were sound. Inspection evidence indicates that standards have improved and are now good. A strength of both dance and gymnastics is the pupils' ability to plan their movements and try out new ideas. In dance, most pupils' interpretation of music is good. They use space well, and are making good progress in composing and controlling movements by varying shape, size and continuity. Movement and poise is good. In gymnastics, pupils work well together and develop a growing awareness of balance and how to use their bodies. From the limited games lesson, observed as part of extra curricular activities, pupils make satisfactory progress in developing skills of movement, working together and ball skills. Pupils with special educational needs are well supported by teachers, and make good progress in relation to their prior achievement.

126. The quality of teaching in lessons is good. Lessons are well planned with clear learning objectives, which are explained to pupils. This helps them to understand what they are doing, to evaluate their progress and find ways of improving their skills. Teachers have a good command of the subject and this is reflected in the confidence with which pupils try out new ideas. For example, in the interpretation of the music in dance and in finding ways in which to balance in pairs within and outside hoops in gymnastics. Teachers have high expectations and pupils rise to the challenges set for them. Both pupils and teachers change into suitable clothing for physical education lessons and all participate. Pupils' attitudes are positive and behaviour is good. These positive attitudes contribute to pupils' learning.

127. The curriculum is generally broad and well balanced but lacks cohesion. This is because the school does not always have access to a field for games. Activities are divided into gymnastics, dance and games with appropriate time allocations for each. There is sufficient time allocated for physical education within the school curriculum, but extra curricular opportunities are limited. Provision for pupils' personal development is good. Pupils develop a spiritual dimension in dance through their thoughtful response to music and movement. In games and gymnastics, through working and playing together, pupils learn qualities of self-discipline and co-operation. There are fewer opportunities provided for pupils' cultural development.

128. The subject is well organised. There are adequate resources for most aspects of the curriculum; the exception is the lack of small apparatus for games. Accommodation is generally adequate, although the playground fencing is too low. There are no health and safety issues.

RELIGIOUS EDUCATION

129. This report is drawn from very limited lesson observations, from discussion with teachers and pupils and an examination of previous work.

130. By the end of Key Stage 1, attainment in religious education is in line with expectations of the local Agreed Syllabus, and pupils are making satisfactory progress. Pupils in both year groups have a satisfactory knowledge and understanding of Christian festivals. There is a good understanding of the concept of sharing and caring and pupils write their own prayers. Less well developed is an understanding and knowledge of other religions. Pupils with special educational needs are well supported by teachers, and make good progress in relation to their prior achievement.

131. The quality of teaching is satisfactory. Teachers have a good knowledge of the subject and plan interesting lessons with clear learning outcomes. Pupils are interested and generally maintain satisfactory levels of concentration. For example, in one lesson pupils were introduced to three 'special books', the Bible, the Qur'an and the Torah. Sometimes there is insufficient time for pupils to complete their own work and this affects learning. Pupils' attitudes to religious education are generally positive and behaviour is mainly satisfactory although there is some restless behaviour and loss of concentration, particularly amongst the boys.

132. The curriculum is broad and balanced and meets the requirements of the local Agreed Syllabus. The scheme of work outlines themes for religious education to be taught within termly topics. The previous report noted the value of school assemblies as a way of delivering the curriculum, this is still the case, and assembly themes are well linked with classroom teaching. The time allocated to religious education, is insufficient for good coverage of the local Agreed Syllabus. This is to be reviewed. Provision for pupils' personal development is good. School assemblies, for example, provide opportunities for pupils' personal development, particularly the spiritual, moral and social dimensions, and learning about other religions provides pupils opportunities for pupils' cultural development.

133. The subject is well organised and there is some monitoring of teaching and pupils' work. However, there is no systematic recording and storing of individual pupils' work and limited assessment over time. There are adequate resources.